



Vision-setting And Change Management Leadership

TNTP Recommendation: Set a vision and theory of action for teacher evaluation.

(Implementation)

Current Reality: The Indiana Evaluation System was built upon Core Beliefs and Fundamentals for Evaluation. (see page 5 of RISE 2.0 Handbook attachment A)

Those core beliefs and fundamentals were created by the RISE Advisory Cabinet in 2011.

IDOE Action Response: The Department agrees that revisiting and potentially reaffirming and/or amending as necessary the Core Beliefs and Fundamentals would be beneficial.

The Department will work through the already established INTASS Advisory Board. The INTASS Advisory Board provides feedback and review of INTASS projects, products, and research. The board is comprised of representatives of the Indiana School Board Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana State Teachers Association, Indiana American Federation of Teachers, Higher Education, Indiana Department of Education, State Board of Education staff, and Charter Schools.

Any final recommendations of the INTASS Advisory Board will come before the SBOE as a formal recommendation for Vision and Theory of Action for Teacher Evaluation by the IDOE. The recommendation would include action steps for dissemination and communication to the field.

Given the history of INTASS' involvement with IDOE dating back to 2011, and the robust research they have conducted, as well as the depth of constituent groups represented on their Advisory Team, the Department will continue to work with INTASS to strengthen the Educator Evaluation system not just with this Vision and Theory of Action recommendation, but with all recommendations.

TNTP Recommendation: Provide leadership for change management and implementation of newly adopted policies and practices.

(Implementation)

Current Reality: The mechanism for the stakeholder advisory committee is already in place through INTASS. Communication, field training, on-going technical support, and differentiated professional development are the core of our work.

IDOE Action Response: The Department works in partnership with member organizations that serve on the INTASS Advisory team to provide support for any newly adopted policies and practices. INTASS has already completed a robust statewide educator survey (over 1000 educators were surveyed), with results that should serve as the guide for revisions or changes to the current educator evaluation system. (see attachments B-D for INTASS surveys)

In addition, INTASS has created a policy brief with recommendations to better the state evaluation system including. (see attachment E)

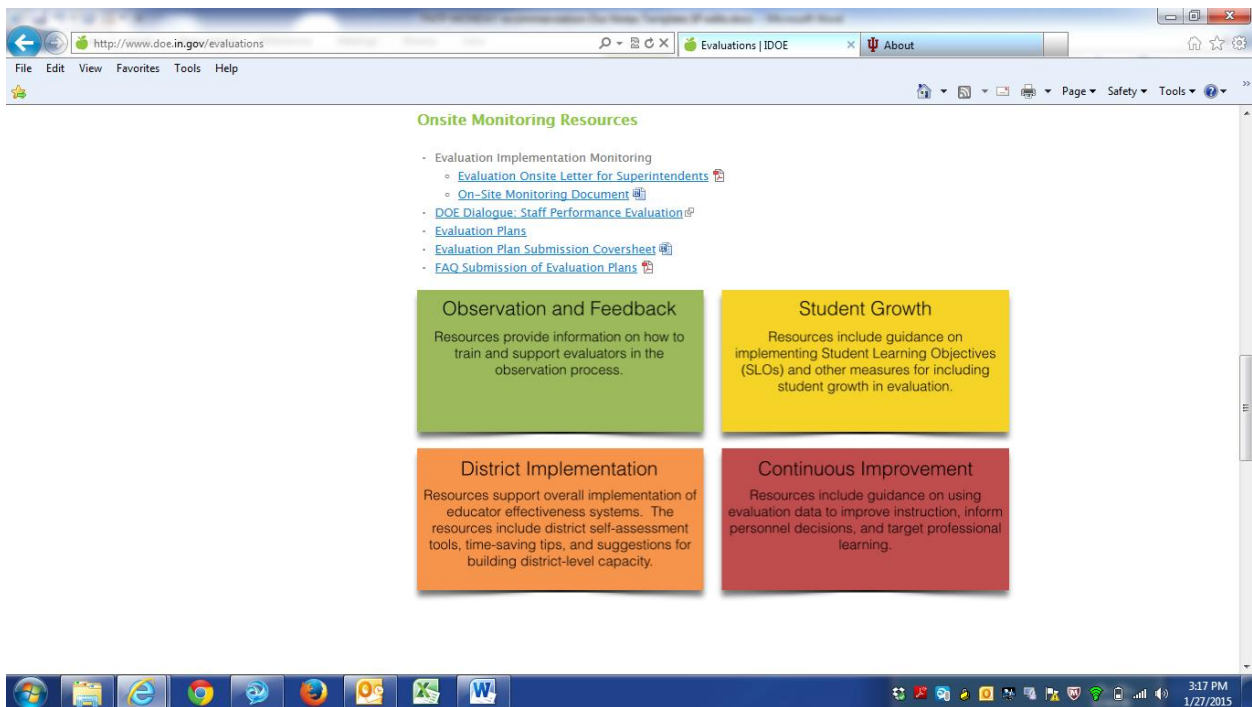
- *Provide clear standards for plan development and implementation that go beyond compliance.*
- *Develop a differentiated rating system for district Teacher Evaluation Plans to recognize plan quality in addition to compliance.*
- *Provide resources to school districts that will support on-going professional growth for teachers and principals linked to evaluation data.*
- *Provide resources and support the implementation of teacher evaluation plans with fidelity.*
- *Research plan development, implementation, and effectiveness across the state.*
- *Support the development and testing of common assessments for “non-tested” personnel, especially at the secondary level and explore the development and use of formative assessments that will inform instruction during the teacher evaluation process.*
- *Require and support the annual training of teachers as well as administrators in the evaluation process.*
- *A review of the methodology, use and weights for student growth in the evaluation process should be undertaken.*
- *Anchoring the weight and measures for student growth in teacher evaluations in research.*
- *Review and revise how teacher evaluations are linked to compensation.*

Therefore, items identified on page 6 of the TNTP full report regarding recommendations and implementation have already begun with a robust group of stakeholders that represents educators statewide.

TNTP Recommendation: Ensure there are clear, frequent and high-quality communications and resources to support implementation at all levels of the State’s education system.

(Implementation)

Current Reality: This is an ongoing need for the field, and the Department continuously updates resources. There are 61 free or low cost resource links on the DOE Evaluations webpage. These resources are designed with the unique needs of the LEAs in mind. This means that the resources include a variety of modalities and include videos, print resources, webinars and suggestions for professional development teams. (see screenshot below of resource hub)



These resources were developed in conjunction with the Center for Great Teachers and Leaders, Westat and Great Lakes East Comprehensive Center.

Conversations regarding local needs for resources have been taking place routinely through onsite monitoring. These conversations are personalized based on a needs analysis of the corporation. Resources are suggested based on local model choice, level of implementation and local desires for delivery mode for professional development.

In addition to these local conversations, the Department has provided monthly updates to the State Board of Education since September of 2014 regarding the systems for monitoring through the state board ESEA waiver update. (see attachment F)

The Department has also provided results and detailed analysis of the annual educator evaluation ratings. This has been done according to statute since the inception of ratings. IC 20-28-11.5-9

IDOE Action Response: The Department will continue to communicate regularly via onsite monitoring visits, conference presentations, DOE Dialogue and in regular meetings with stakeholder group leadership representatives who, in turn, provide communication to their stakeholders.

The Department will consider recommendations regarding additional opportunities for high-quality communications and further resources based on the stakeholder feedback results from the INTASS survey, through the Superintendent’s ESEA Advisory Team and monitoring results from the field.

TNTP Recommendation: Allocate resources and personnel at the state level to support and ensure implementation aligns with the State’s vision and theory of action.

(Implementation)

Current Reality: The Department recognized this need when undertaking the 2014 US ED waiver extension submission.

The Department system of support includes 23 individuals who are actively engaged in supporting and ensuring the educator evaluation system expectations as outlined in IC 20-28-11.5.

The Department has intentionally aligned its resources to provide schools with comprehensive support across a number of ESEA related expectations, including standards implementation, school turnaround and educator evaluation systems.

Schools are visited frequently by education evaluation staff, outreach staff, Title I and Title III and SIG teams, and each have been cross trained on monitoring protocols and document compliance, and provide supports to the schools and corporations when necessary.

IDOE Action Response: The Department will continue with this system of support. The system is responsive to the expectations of the ESEA waiver and aligned to the needs of the field. It is responsibly built to maintain high levels of streamlined monitoring and support, without redundancy of layers and costs.

Increased Focus on High-Quality Training

TNTP Recommendation: Offer “plan agnostic” training for evaluators and trainers of evaluators.

(Implementation)

TNTP Recommendation: Offer “plan agnostic” training for trainers of teachers that includes best practices and resources.

(Implementation)

Current Reality: The Department has created and maintains many “plan agnostic” resources both for evaluators and teachers. We also provide on our website links to a very comprehensive set of resource materials created by The Center for Great Teacher and Leaders, Westat and the Great Lakes East Comprehensive Center.

In addition to the Department resources, INTASS has created low cost, online training modules that are currently in the pilot phase. The resources were developed based on field feedback. The Department will encourage school corporations to take advantage of these.

The Center for Great Teachers and Leaders also has a robust set of resources that can be used for local training. Additionally, the ESCs actively provide evaluator training sessions.

IDOE Action Response: The Department agrees that providing evaluator and teacher training on local evaluations should always be a focus of the Department. The Department will work with INTASS to develop a plan-neutral evaluator training using a “train the trainer” delivery approach.

TNTP Recommendation: Require corporations to provide training to teachers on their corporation’s evaluation plan and changes to its evaluation plan.

(Legislative)

IDOE Action Response: The Department monitors corporation and school level professional development systems with regards to providing information on the plan to their teachers during our onsite monitoring visits.

Furthermore, any required changes to this expectation for local corporations dictated from the top down would be considered an unfunded mandate. Teachers are not allocated professional development time or resources as was in the past (this ended on 12/31/2008) so this is potentially burdensome.

Therefore, the flexibility of local control matches the flexibility of resources created by INTASS and the Department. The resources have been designed to match differentiated local needs.

TNTP Recommendation: Leverage ESCs to provide high-quality training to school corporations.

(Implementation)

Current Reality: The Department meets regularly with Directors of ESCs as well as professional development leaders within the ESC structure. There is collaboration on training that is offered via ESCs. This is true in the areas of standards, assessments, and with the evaluation system. On-going collaboration regarding content of professional development opportunities exist between Department subject matter experts and ECS professional development staff.

In addition, the ESC professional development options are listed weekly in the DOE Dialogue and often are supported in-person by Department staff involvement in such sessions.

IDOE Action Response: The Department agrees with this recommendation and will leverage the ESCs to deliver additional “train the trainer” evaluator training modules.

TNTP Recommendation: Highlight the mutually reinforcing nature of evaluator evaluation and teacher evaluation plans.

(Implementation)

Current Reality: This is currently done through onsite monitoring; specifically question B.5 of the Onsite Monitoring document (see attachment F). Corporations must provide evidence to IDOE staff during the onsite monitoring visit to ensure evaluators were trained on the evaluation model and that ongoing training and inter-rater reliability is also being addressed.

IDOE Action Response: The Department is engaging in conversations with corporations through onsite monitoring about how the corporations are improving their evaluator practices and processes.

TNTP Recommendation: Require SBOE to establish standards for teacher training.

(Legislative)

TNTP Recommendation: SBOE establishes standards for teacher training on evaluation.

(Regulatory)

Current Reality: Through onsite monitoring, specifically question A.2 and C.3 of the Onsite Monitoring document, corporations must provide evidence to IDOE staff to ensure teachers were included in revisions and implementation of the evaluation model.

IDOE Action Response: Through onsite monitoring, the Department ascertains the current level of teacher training and, when lacking, offers best practices and resources to the local corporation.

If the Department-through monitoring and engagement with the INTASS Advisory team-ascertains that a greater expectation or formal structure needs to be developed with regards to standards for teacher training on the evaluation process, then the Department is well situated to lead stakeholders in the development of such a system.

TNTP Recommendation: Support districts by identifying and promoting resources for conducting teacher training on evaluation plans.

(Implementation)

Current Reality: As identified in the TNTP report on page 12, the Department does provide resources that are aligned with the standards suggested.

IDOE Action Response: The Department identifies and promotes resources. We will customize additional resources based on field monitoring and identified trends, as well as through the INTASS survey results and feedback from the advisory team members.

Objective Measures of Student Performance

TNTP Recommendation: Ensure corporations utilize comparable levels of objective measure of student performance by defining “significantly inform.”

(Implementation)

Current Reality: The Department monitors for significance and, to date, 51% of corporations have defined significance between 30% and 50%. (see attachment H)

Based on data analysis on rolling three year ISTEP data, evaluation plan model and percentage of student growth and achievement, there is no correlation based on this data analysis. Therefore, in Indiana there is not a linkage between increased student achievement and the percentage of student growth and achievement used in Indiana evaluation plans. (see attachment H)

IDOE Action Response: The Department supports maintaining the design associated with Senator Kruse’s Senate Bill 1 from 2011 that the level of significance is to be defined locally.

During onsite monitoring when the Department has concern about a locally defined level that may appear to be set too low or too high, the Department sends the corporation a written report with areas of improvement for which the corporation must respond. This recommendation for adjustment must take into consideration local needs. For example, one district set their student growth and achievement percentage at 10% for Group 1 teachers. This was an area of improvement in the onsite report since this is below the 50% as defined in RISE 2.0. The district responded to the report:

“Corporation XXX uses 10% of each school’s letter grade for teachers, 15% for school administrators, and 15% of the district letter grade for district administrators. As always, we will continue to explore additional options for application that can be applied consistently to our staff. We believe that since the percentages used can change a teachers/administrators final rating by a category this qualifies as a significant influence. Corporation XXX had 104 employees’ final ratings impacted by one category as a result of adding student achievement and growth data. 91 teachers/administrators moved from “highly effective” to effective,” 3 teachers moved from “effective” to “improvement necessary, 9 teachers moved from “Effective” to “Highly Effective,” and one teacher moved from “Improvement Necessary” to “Effective.” This represents a significant impact. As previously stated, Corporation XXX T.E.A.M. Maintenance Committee will review how we currently apply student data to evaluations and determine the most consistent application for future use. “

Another example through Department onsite monitoring found a corporation using 25% for student growth and achievement for Group 1 teachers. This corporation is a high performing district with the majority of students passing at Pass and Pass + levels on the ISTEP+. In previous years, student growth and achievement was 50% for Group 1 teachers which did not significantly inform the final teacher evaluation rating. To increase the instructional rigor in the classroom and to ensure that student growth

and achievement data did not overbalance the final evaluation rating, the district decreased the percentage from 50% to 25%.

In addition, this is in alignment with federal guidance. No definition of significance is anticipated from US ED, likely due to lack of empirical data which supports a one size fits all approach; therefore, federal guidance continues to support locally defined levels of significance.

TNTP Recommendation: Ensure an appropriate level of rigor in the definition of negative impact.

(Implementation)

Current Reality: The Department through onsite monitoring, specifically question A.12, requests evidence of a local definition of negative impact. RISE 2.0 Handbook did not include guidance to help districts define negative impact. This required the Department to update and expand the negative impact guidance and this guidance is posted on the evaluation website (see attachment I).

IDOE Action Response: The Department recommends no change in the current guidance of negative impact. The Department will revisit the appropriate level of rigor in the definition of negative impact after a period of adjustment within the new structures of accountability and assessment.

TNTP Recommendation: Build off current support structures to help districts that must design adjustments to comply with new definitions.

(Implementation)

Current Reality: The Department updates guidance and resources for corporations via the evaluation website when design adjustments are made. For example, the Department updated the EL and SPED SLO guidance in August of 2014 when the new EL and SPED assessments were approved. The Department updates guidance and resources through the findings of onsite monitoring. After several onsite monitoring visits, the Department updated the negative impact guidance to provide a better resource to districts to locally define negative impact.

IDOE Action Response: The Department will continue to use data and findings from onsite monitoring, compliance checks and requests from the field to support districts' implementation of evaluation plans.

TNTP Recommendation: Leverage IDOE expertise to support SBOE and corporations to understand assessment guidance.

Current Reality: Assessment Guidance is a publically shared document available on the Department website (www.doe.in.gov/evaluations) and updated when statewide shifts are made through SBOE action, such as adoption of the NCSC exam.

In addition to publishing the guidance, the Department website hosts multiple resources for local choices regarding optional assessments for non-tested subjects and grades, including national research and best practice.

IDOE Action Response: The Department will provide a presentation to the SBOE regarding assessment guidance.

Educator Engagement

TNTP Recommendation: Require that districts that wish to use a locally created or modified plan to engage teachers in the design process.

(Legislative)

IDOE Action Response: If legislative action requires this the Department will respond accordingly.

TNTP Recommendation: Provide guidance to districts on how to create and implement an appropriate teacher engagement process.

(Implementation)

IDOE Action Response: If legislative action requires, the Department will add this component to the monitoring and feedback report, as well as train the monitoring team on this expectation. The Department will work with appropriate organizations to communicate this expectation.

Monitoring Plans for Consistency

TNTP Recommendation: Require corporations to submit locally created or modified plans to IDOE for approval.

(Legislative)

Current Reality: Local corporations submit their evaluation plans to the Department for compliance review. Superintendents submit their evaluation plans to the IDOE through Legal Standard 12. The IDOE reviews each plan for basic statutory compliance and provides written feedback to the corporations and charter schools. This review started with the 2014-2015 school year as a requirement through the ESEA Flexibility Waiver. The IDOE will continue to review evaluation plans for basic statutory compliance on an annual basis. (see attachment J)

IDOE Action Response: The Department will annually prepare a report of the local plans in use and the level of significance set for group 1 teachers.

TNTP Recommendation: Require monitoring and reporting of corporations' plan implementation.

(Legislative)

TNTP Recommendation: Institute a regular reporting cycle on the progress of implementation.

(Implementation)

Current Reality: We are in the first year of a 4-year onsite monitoring cycle as requested and approved through the ESEA waiver plan by USED. This cycle of onsite monitoring is layered upon the compliance review described above. Currently, Indiana is the only state doing onsite monitoring for evaluation.

IDOE Action Response: The Department recommends no change in the current monitoring and reporting protocols already in process.

Revisions to the State's Model Plan

TNTP Recommendation: Require SBOE to approve of changes to the state model plan.

(Legislative)

TNTP Recommendation: Streamline the TER and align it to the new state standards.

(Implementation)

Current Reality: The Department agrees with this recommendation as it aligned with IC 28-11.5-8 (a)(2)

IDOE Action Response: The Department recommends no change to the current structure already outlined in Indiana Code. The Department will work with the stakeholders to align the TER with the new state standards.

Compensation Models

TNTP Recommendation: Address the perceived impact of preventing compensation increases for teachers rated Improvement Necessary.

(Legislative)

Current Reality: There are many perceived impacts of the linkage between compensation and evaluation ratings. The Department works with many stakeholder groups to communicate support for educators during a time of great transition and with regard to linkages between teacher effectiveness, salary, high stakes tests and consequences, both intended and unintended.

IDOE Action Response: The Department agrees that alignment between educator evaluation and compensation needs further study and stakeholder input.

TNTP Recommendation: Clarify the IDOE and SBOE's authority to enforce compliance with compensation model requirements.

(Legislative)

Current Reality: Last year the Department only found two compensation models to be out of compliance. The Department reported these findings to the State Board of Education during the April 2014 meeting.

The Department has used formal communication (see attachment K) seeking compliance as well as outlining reasons for which this benefits local educators.

In accordance with IC 20-28-9-1.5, the Department does currently review compensation models for statutory compliance. This review takes place after the fact—after the ratification and implementation of local contracts. IEERB also reviews local contracts for financial viability.

Neither the State Board nor the Department, as third parties, have statutory authority to fine LEAs, award back pay or interfere with LEAs contractual relationships.

IDOE Action Response: The Department should not be a participant in the review or feedback loop with regards to locally negotiated compensation plans. IDOE believes this work duplicates the review already being completed by IEERB.

The Department recommends the review of compensation models and the reporting to the SBOE rest solely with IERB.

TNTP Recommendation: Support corporations by identifying exemplary compensation models when they are published on the IDOE website.

(Implementation)

IDOE Action Response: It is beyond the scope of the Department’s statutory charge to rate or provide commentary on the models. It is the Department’s duty to review for compliance. The Department annually provides compliance report to the SBOE and will continue the process. (see attachment L: 2014 SBOE Report)

TNTP Recommendation: Allocate more funding for grants used to support performance compensation.

(Legislative)

Current Reality: There are currently funds allocated for supporting performance. Excellence in Performance awards provide to \$2M to Title I Focus and Priority Schools and School Performance awards provide \$30M for highly effective and effective educators.

IDOE Action Response: We support additional funding in these areas. The Department is seeking technical amendments to both funds to ultimately bring clarity and equity to the distribution of these awards.

TNTP Recommendation: Support corporations to plan for sustainable compensation models.

(Implementation)

IDOE Action Response: The Department would defer to organizations or agencies involved with school budget and human resources planning, such as Indiana School Boards Association and Indiana School Business Officials. If asked, the Department would be willing to join the professional conversation.



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



RISE

Evaluation and
Development System

Evaluator and Teacher Handbook
Version 2.0

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Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana’s teachers are hard-working and devoted to the success of every student. It’s time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department’s goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

Indiana's State Model on Teacher Evaluation

Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation



* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

The Indiana Teacher Effectiveness Rubric

In Appendix C of this guidebook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

- b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – at least one per semester.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Will my formal and informal observations be scored?

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the “Evidence Collection and Scoring of Domains 1 and 3” [resource](#) under the Professional Practice resources section on the RISE website.

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

If I have a professional development plan, what is the process for setting goals and assessing my progress?

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on

their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

Figure 3: Evidence vs. Judgment

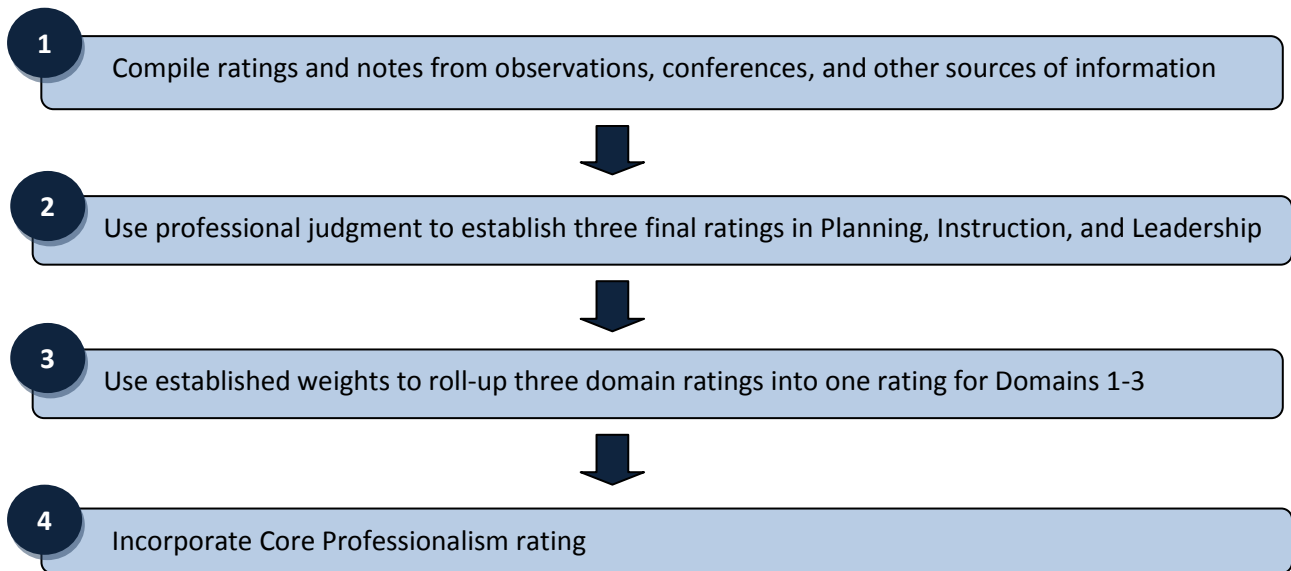
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let’s move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn’t do a good job of making sure students understand concepts.
Teacher to Student 1: “Tori, will you explain your work on this problem?” (Student explains work.) Teacher to Student 2: “Nick, do you agree or disagree with Tori’s method?” (Student agrees) “Why do you agree?”	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

Figure 4: Mapping Evidence to Indicators

Evidence	Indicator
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let’s move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p><u>Competency 2.4: Check for Understanding</u> Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)</p>
<p>Teacher to Student 1: “Tori, will you explain your work on this problem?” (Student explains work.) Teacher to Student 2: “Nick, do you agree or disagree with Tori’s method?” (Student agrees.) “Why do you agree?”</p>	<p><u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u> Teacher frequently develops higher-level understanding through effective questioning. (Effective)</p>

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:



Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

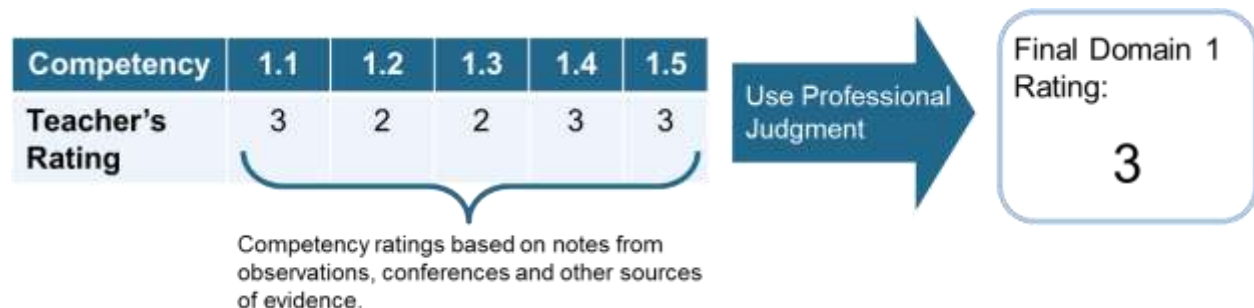
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Figure 5: Example of competency ratings for domain 1 and the final domain rating.



At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3 Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
Final Score			2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4 Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for

any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher’s final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student’s academic progress over the course of a year. It takes a student’s ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student’s current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students’ growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers’ 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana’s new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measurable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

Summative Teacher Evaluation Scoring

Review of Components

Each teacher’s summative evaluation score will be based on the following components and measures:

<p>1) Professional Practice – Assessment of instructional knowledge and skills</p> <p>Measure: Indiana Teacher Effectiveness Rubric (TER)</p>
<p>2) Student Learning – Contribution to student academic progress</p> <p>Measure: Individual Growth Model (IGM)*</p> <p>Measure: School-wide Learning Measure (SWL)</p> <p>Measure: Student Learning Objectives (SLO)</p>

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

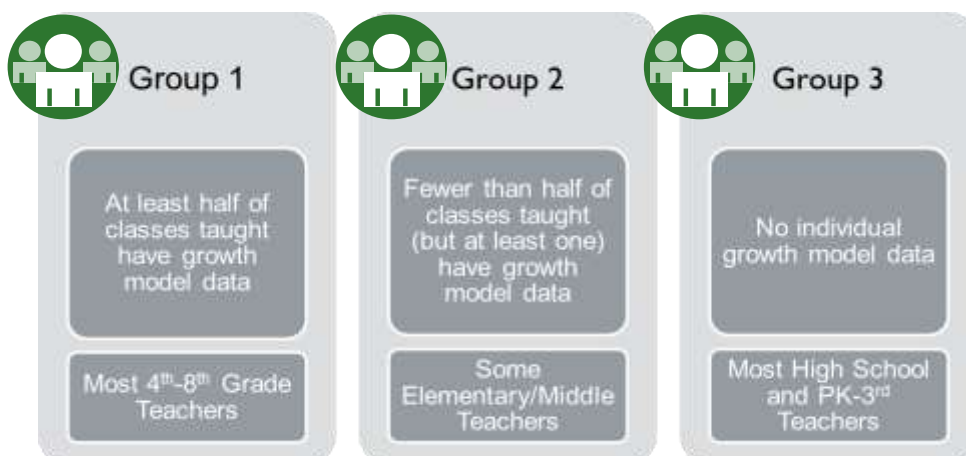
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher’s mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher’s mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).



Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

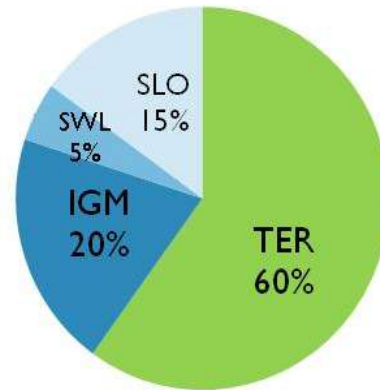
Key:

TER – Teacher Effectiveness Rubric **IGM – Individual Growth Model Data**
SWL – School-wide Learning Measure **SLO – Student Learning Objectives**

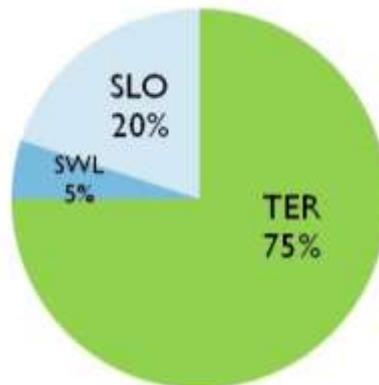
Group 1: Teachers who have individual growth model data for at least half of classes taught



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

Compared across groups, the weighting looks as follows:

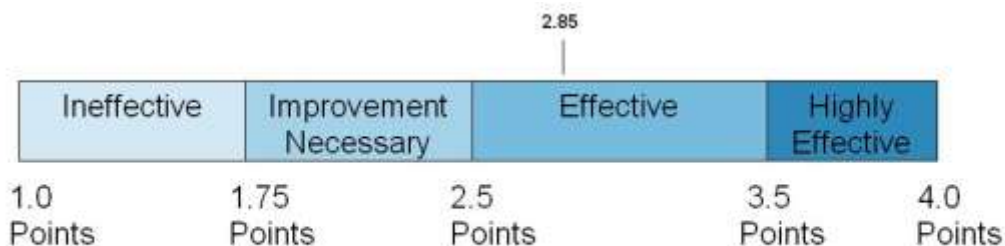
Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non-GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide Learning Measure	5%	5%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.



Note: Borderline points always round up.

The score of 2.85 maps to a rating of “Effective”. Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the “Summative Conference” as well.

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their “classes” have growth model data.

More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the

spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

Professional Development Goals: These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher’s Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: A primary evaluator’s ability to look at information gathered and make an informed decision on a teacher’s performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher’s individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled “(Corporation name) RISE”, and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
 - Minimum number of short and extended observations
 - Minimum length for short and extended observations
 - Minimum requirements around feedback and conferencing
 - Use of the Teacher Effectiveness Rubric with all domains and competencies
 - Scoring weights for all Professional Practice domains, including Core Professionalism
 - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
 - Three measures of student learning as outlined in the RISE system
 - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
 - Assessments
 - Number of objectives
 - Population targets for objectives
 - Process steps
 - Weight of objectives
- Summative Scoring
 - Weights assigned to components of the summative model
 - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE (found at www.riseindiana.org), the corporation may no longer use the name “RISE Corporations can give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE”.

Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of teacher and student practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

Optional Observation Mapping Form 1 – By Competency

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: _____ OBSERVER: _____
 TEACHER: _____ GRADE/SUBJECT: _____
 DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

2.1 OBJECTIVE	
Evidence	Indicator
2.2 CONTENT	
Evidence	Indicator

2.3 ENGAGEMENT	
Evidence	Indicator
2.4 UNDERSTANDING	
Evidence	Indicator
2.5 MODIFY INSTRUCTION	
Evidence	Indicator

2.6 RIGOR	
Evidence	Indicator
2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator
2.8 CLASSROOM CULTURE	
Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____
TEACHER: _____ GRADE/SUBJECT: _____
DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?

- 2) How will you know if students are mastering/have mastered the objective?

- 3) Is there anything you would like me to know about this class in particular?

- 4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post-conference.

Optional Post-Observation Form – Teacher

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

- 1) How do you think the lesson went? What went well and what didn't go so well?

- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

- 3) If you were to teach this lesson again, what would you do differently?

- 4) Did the results of this lesson influence or change your planning for future lessons?

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 3: Leadership	Mid-Year Assessment of Domain 3
<ul style="list-style-type: none"> 3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning 	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
<ul style="list-style-type: none"> 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

Optional Summative Rating Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number of Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective-Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.	

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	Meets Standards	Does Not Meet Standards

Final Teacher Effectiveness Rubric Score

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

Student Learning Objectives

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level

Ineffective Improvement Necessary Effective Highly Effective

Targeted Objective

Targeted Learning Objective	What was the teacher's Targeted Objective Learning Goal for the targeted students?
------------------------------------	--

Did the teacher meet this objective? Met Objective Did Not Meet Objective

What evidence did you use to determine whether the teacher “surpassed goal or otherwise demonstrated outstanding student mastery or progress?”

Based on the teacher's Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective Improvement Necessary Effective Highly Effective

Student Learning Objectives Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
Final Student Learning Objectives Score:			

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Student Learning Objectives Score

Final Student Learning Objectives Score: _____

Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1

Group 2

Group 3

Choose only one set of weights					
Measure	Rating (1-4)	GROUP 1	GROUP 2	GROUP 3	Weighted Rating
		Weights	Weights	Weights	
Teacher Effectiveness Rubric		50%	60%	75%	
Indiana Growth Model		35%	20%	---	
Student Learning Objectives		10%	15%	20%	
School-wide Learning Measure*		5%	5%	5%	
Final Summative Score:					

* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

- 1) Rating * % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher’s final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Ineffective | <input type="checkbox"/> Improvement Necessary |
| <input type="checkbox"/> Effective | <input type="checkbox"/> Highly Effective |

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____

Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____

Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Professional Growth Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Professional Growth Goal #3						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric. Visit www.riseindiana.org for versions of the rubric that are printable on 8.5" x 11" paper.



Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an <u>ambitious</u> annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may not:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may not:</p> <ul style="list-style-type: none"> -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	Create Objective-Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Teacher is effective at developing student understanding and mastery of lesson objectives - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	Teacher needs improvement at developing student understanding and mastery of lesson objectives - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	Teacher is ineffective at developing student understanding and mastery of lesson objectives - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students’ experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others’ learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students - Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context

Teacher Survey
Teacher Evaluation SEA 1

Please complete this survey by choosing the level of agreement with each statement.

1) I believe that teacher effectiveness affects student achievement.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

2) I believe that student achievement can be validly measured.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

3) Our district evaluation plan measures student achievement with validity.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

4) I believe that student academic growth can be validly measured.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

5) Our district assessments measure student growth with validity.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

6) I believe that teacher evaluation should be linked to student growth.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

7) Our district evaluation plan links teaching with student growth.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

8) I believe that instruction can be accurately and fairly evaluated and judged.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

9) Our district evaluation plan allows for an accurate and fair evaluation of instruction.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

10) I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

11) Our district evaluation plan effectively reflects the relationship between teaching and learning.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

12) I believe that teacher evaluation should be tied to merit/compensation.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

13) Our district evaluation plan fairly ties teacher performance to compensation.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

14) Prior to the new law, the teacher evaluation processes in Indiana needed improvement.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

15) The new law has improved teacher evaluation processes in my district.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

16) An effective teacher evaluation system drives professional development.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

17) Our district evaluation plan drives our professional development.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

18) Indiana's new law regarding teacher evaluation will result in improved teaching and learning.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

19) Teaching and learning in my district has improved because of our district evaluation plan.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

20) I am confident that teacher evaluators in my district understand and recognize effective planning for instruction

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

21) I am confident that teacher evaluators in my district know how to develop collegial relationships during the evaluation process.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

22) I am confident that teacher evaluators in my district understand and can recognize effective application of classroom management procedures.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

23) I am confident that teacher evaluators in my district understand the forms and documents used in the evaluation process.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

24) I am confident that teacher evaluators in my district understand the requirements of the evaluation system.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

25) I am confident that teacher evaluators in my district clearly understand and can recognize all components of teaching that are described in the teacher appraisal rubric.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

26) I am confident that teacher evaluators in my district can provide clear feedback that helps me improve teaching and learning.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

27) I am confident that teacher evaluators in my district clearly understand and can communicate the teacher evaluation procedures.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

28) I am confident that teacher evaluators in my district clearly understand and can communicate the criteria for making ratings of my performance.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

29) I am confident that teacher evaluators in my district can use pre and post conferences for an effective evaluation process.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

30) I am confident that teacher evaluators in my district can effectively use both formal and informal settings to provide feedback and discussion in a constructive manner.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

31) I am confident that teacher evaluators in my district clearly understand the process for resolving inconsistencies in the data.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

32) I am confident that teacher evaluators in my district understand and can communicate how to use assessment results in the evaluation process.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

33) I am confident that teacher evaluators in my district know how to use appraisal data to guide my professional development.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly Disagree

34) I am confident that teacher evaluators in my district understand and can clearly explain how evaluation ratings are determined.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

35) I am confident that teacher evaluators in my district understand and can communicate the process for appeal of summative evaluation results.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

36) I am confident that teacher evaluators in my district know how to develop measurable and achievable student learning goals.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

37) I am confident that teacher evaluators in my district understand and recognize the important features/characteristics of highly effective instruction as described in our teacher evaluation rubric.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

38) I am confident that teacher evaluators in my district recognize and understand how teachers contribute to a professional school culture.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

39) I am confident that teacher evaluators in my district know how to develop plans of assistance that are clear and specific and identify the standards and elements for improvement and goals to be accomplished.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

40) I am confident that teacher evaluators in my district know how to plan for, advise, and use professional development activities to improve teacher practice.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

41) I am confident that teacher evaluators in my district understand how to create a relationship in which the purpose of teacher evaluations is for continued growth and improvement.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

**Principal Survey
Teacher Evaluation SEA 1**

Please complete this survey by choosing the level of agreement with each statement.

1. I believe that teacher effectiveness affects student achievement.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

2. I believe that student achievement can be validly measured.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

3. Our district evaluation plan measures student achievement with validity.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

4. I believe that student academic growth can be validly measured.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

5. Our district assessments measure student growth with validity.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

6. I believe that teacher evaluation should be linked to student growth.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

7. Our district evaluation plan links teaching with student growth.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

8. I believe that instruction can be accurately and fairly evaluated and judged.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

9. Our district evaluation plan allows for an accurate and fair evaluation of instruction.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

10. I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

11. Our district evaluation plan effectively reflects the relationship between teaching and learning.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

12. I believe that teacher evaluation should be tied to merit/compensation.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

13. Our district evaluation plan fairly ties teacher performance to compensation.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
14. Prior to the new law, the teacher evaluation processes in Indiana needed improvement.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
15. The new law has improved teacher evaluation processes in my district.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
16. An effective teacher evaluation system drives professional development.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
17. Our district evaluation plan drives our professional development.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
18. Indiana's law regarding teacher evaluation will result in improved teaching and learning.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
19. Teaching and learning in my district has improved because of our district evaluation plan.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
20. I am confident that I understand and recognize effective planning for instruction
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
21. I am confident that I develop collegial relationships with teachers during the evaluation process.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
22. I am confident that I understand and recognize the effective application of classroom management procedures.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
23. I am confident that I understand the forms and documents used in the evaluation process.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree
24. I am confident of my understanding of the requirements of the evaluation system.
Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly
Disagree
25. I am confident that I clearly understand and can recognize all components of teaching that are described in the teacher appraisal rubric.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

26. I am confident that I provide clear feedback to teachers that is helpful in improving their teaching and learning.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

27. I am confident that I clearly understand and communicate the teacher evaluation procedures

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

28. I am confident that I clearly understand and communicate the criteria for rating teacher's performance.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

29. I am confident that I use pre and post conferences for an effective evaluation process.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

30. I am confident that I effectively use both formal and informal settings to provide feedback and discussion in a constructive manner.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

31. I am confident that I clearly understand the process for resolving inconsistencies in the data.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

32. I am confident that I understand how to communicate and use assessment results in the evaluation process.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

33. I am confident that I know how to use appraisal data to guide teachers' professional development.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

34. I am confident that I understand and can clearly explain how evaluation ratings are determined.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

35. I am confident that I understand and can communicate the process for appeal of summative evaluation results.

*Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree*

36. I am confident that I can develop measurable and achievable student learning goals with my teachers.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

37. I am confident that I understand and recognize the important features/characteristics of highly effective instruction as described in our teacher evaluation rubric.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

38. I am confident that I recognize and understand how teachers contribute to a professional school culture.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

39. I am confident that I know how to develop plans of assistance that are clear and specific and identify the standards and elements for improvement and goals to be accomplished.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

40. I am confident that I know how to plan for, advise, and use professional development activities to improve teacher practice.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

41. I am confident that I understand how to create a relationship in which the purpose of teacher evaluations is for continued growth and improvement.

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree
Strongly Disagree

42. What level of concern do you have regarding each of the following items?

a. Resources to conduct classroom observations
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

b. Resources to collect student performance data
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

c. Resources to provide training for evaluators
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

d. Resources to provide training for staff
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

e. Resources for the increased compensation component
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

f. Building the capacity for understanding among school personnel
Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

g. Communication to key stakeholders

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

h. On-going support for professional development

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

i. Clear guidance concerning the interpretation of Indiana's teacher evaluation law

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

j. Alignment of the law with policy

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Not Concerned

44. Please rate the importance of the following in your implementation of teacher evaluations:

a) Consistent, clear and accurate communications regarding the law's implementation

Very important Important Somewhat Important Not important

b) Clear guidelines and criteria for plan development and implementation

Very important Important Somewhat Important Not important

c) Professional Development and training of evaluators to ensure fidelity of implementation

Very important Important Somewhat Important Not important

**Superintendent Survey
Teacher Evaluation SEA 1**

Please indicate your level of agreement with the following statements concerning teacher evaluation.

1. I believe that teacher effectiveness affects student achievement.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

2. I believe that student achievement can be validly measured.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

3. Our district evaluation plan measures student achievement with validity.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

4. I believe that student academic growth can be validly measured.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

5. Our district assessments measure student growth with validity.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

6. I believe that teacher evaluation should be linked to student growth.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

7. Our district evaluation plan links teaching with student growth.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

8. I believe that instruction can be accurately and fairly evaluated and judged.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

9. Our district evaluation plan allows for an accurate and fair evaluation of instruction.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

10. I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching.
Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree

11. Our district evaluation plan effectively reflects the relationship between teaching and learning.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

12. I believe that teacher evaluation should be tied to merit/compensation.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

13. Our district evaluation plan fairly ties teacher performance to compensation.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

14. Prior to the new law, the teacher evaluation processes in Indiana needed improvement.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

15. The new law has improved teacher evaluation processes in my district.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

16. An effective teacher evaluation system drives professional development.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

17. Our district evaluation plan drives our professional development.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

18. Indiana's law regarding teacher evaluation will result in improved teaching and learning.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

19. Teaching and learning in my district has improved because of our evaluation plan.

*Strongly agree Agree Somewhat agree Neither Agree or Disagree Somewhat disagree Disagree
Strongly Disagree*

20. How have your district / leadership and staff become familiar with the requirements of SEA 001?
(Check all that apply)

-Read the legislation

-Attended workshops/seminars

-Participated in webinars

-Held discussions with staff

-Discussed requirement of the law with other superintendent(s)

-Spoken with IDOE officials or reviewed information on the IDOE website

22. Which model have you selected?

-RISE or modified RISE

-Danielson or modified Danielson

-Marzano

-TAP

- MCREL
- Developed our own
- Other

21. Please rate the impact of the following factors on your plan development.

a) Sufficient support for teacher evaluation system development and adoption (state and locally)
Major effect Moderate effect Neutral Minor Effect No Effect

b) Teacher support for adoption of system
Major effect Moderate effect Neutral Minor Effect No Effect

c) Sufficient training for implementation
Major effect Moderate effect Neutral Minor Effect No Effect

d) Transparency of system
Major effect Moderate effect Neutral Minor Effect No Effect

e) Ease of use/flexibility of system
Major effect Moderate effect Neutral Minor Effect No Effect

f) Cost of the system
Major effect Moderate effect Neutral Minor Effect No Effect

g) Reliability and relevance of the system to improve student achievement
Major effect Moderate effect Neutral Minor Effect No Effect

h) Reliability and relevance of the system to judge teachers fairly
Major effect Moderate effect Neutral Minor Effect No Effect

i) Reliability and relevance to improve teacher effectiveness
Major effect Moderate effect Neutral Minor Effect No Effect

22. Which stakeholder groups have been or will be a part of your plan development process?
 (Select all that apply)

- 23.
- Parents
 - Students
 - Teachers
 - Teacher Association leaders
 - Principals
 - Central Office Staff
 - Data Management/IT personnel
 - Community members

25. What level of concern do you have regarding each of the following items?

-a. Resources to conduct classroom observations

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-b. Resources to collect student performance data

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-c. Resources to provide training for evaluators

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-d. Resources to provide training for staff

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-e. Resources for the increased compensation component

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-f. Building the capacity for understanding among school personnel

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-g. Communication to key stakeholders

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-h. On-going support for professional development

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-i. Clear guidance concerning the interpretation of Indiana's teacher evaluation law

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

-j. Alignment of Indiana's law with policy

Extremely concerned Very Concerned Somewhat Concerned Slightly Concerned Concerned Not

24. How have the requirements of annual teacher / evaluations through classroom teacher observations been achieved?

-Hiring additional personnel for this purpose

- Contracting with external observers/evaluators
- Revising job descriptions for department chairs, team leaders, grade-level leaders, assistant principals, etc
- Re-classifying staff to take on responsibility
- Other (explain)

27. Have you or will you implement / data management infrastructure changes to help manage the teacher evaluation process?

Yes No

25. What changes have you or will / you implement? (Select all that apply)

- Supplement existing data management software packages
- Purchase new data management software as the primary data system
- Contract with external data management service providers
- Share data management and data storage responsibilities with another district or districts
- Other (explain)

29. Please rate the importance of the following in your implementation of teacher evaluations:

a) Consistent, clear and accurate communications regarding the law's implementation

Very important Important Somewhat Important Not important

b) Clear guidelines and criteria for plan development and implementation

Very important Important Somewhat Important Not important

c) Professional Development and training of evaluators to ensure fidelity of implementation

Very important Important Somewhat Important Not important



CENTER ON EDUCATION
AND LIFELONG LEARNING

INDIANA UNIVERSITY
Indiana Institute

EDUCATION POLICY BRIEF

INDIANA TEACHER EVALUATION: AT THE CROSSROADS OF IMPLEMENTATION

Hardy Murphy, Cassandra Cole, Gary Pike, Jim Ansaldo, and James Robinson
Volume 1, Number 1, Winter 2014

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INTRODUCTION

Implementing changes in teacher evaluation required by Indiana Senate Enrolled Act 001 (Public Law 90) represents another chapter in the state’s education reform dialogue. The requirements of the legislation, policy implications of the legislation, and an initial investigation into perceptions and beliefs of Indiana superintendents about its necessity and impact were the topics of previous briefs published by the Center on Evaluation and Education Policy (CEEP) and the Center on Education and Lifelong Learning (CELL) at Indiana University (Cole, Robinson, Ansaldo, Whiteman and Spradlin, 2012; Cole, Murphy, Rogan and Eckes, 2013).

This policy brief is the first in a two-part series that continues the investigation of superintendent perceptions and expands upon previous work by including teachers and principals across the state in the survey sample. The second brief, to be released in early 2015, will present a comparison of the attitudes and beliefs of Indiana superintendents from the current survey with those of the 2012 survey.

Topics in the current survey concerning beliefs about teacher evaluation are part of a critical conversation moving teacher evaluation front and center of the national dialogue about educational accountability. Topics in this dialogue range from school choice and funding reform to national educational standards and bargaining unit limitations. Familiar themes – the advisability of using student test results to evaluate teachers, the degree of responsibility that teachers have for overcoming student out of school experiences, the instructional leadership capabilities of principals – are among a recurring array of topics in the continuing debate about the best way to improve student outcomes.

The critical elements of new evaluation systems – rubrics developed for evaluating teacher effectiveness, multiple observations that redefine the concept of instructional leadership for principals, the use of student growth as a component of the final rating process, multiple ways to measure student growth including standardized and locally developed assessments – are being scrutinized by all involved in the

transition of teacher evaluation from a process orientation to one focusing on the outcomes of instructional effectiveness and student learning.

A litany of questions is emerging in the current research agenda to identify best practices in the evaluation of teachers. Do teacher observation and evaluation rubrics represent valid indicators of effective teaching? Can these rubrics be used effectively with high degrees of validity and reliability? Can student growth and achievement be measured with high degrees of validity and reliability? Is student growth an appropriate indicator of instructional effectiveness? Should the evaluation of teachers be tied to compensation? Adequately answering these questions and others is essential to transforming teacher evaluation into a professional growth experience that develops teachers and ensures student learning.

Since most of the states in the country are now in the midst of teacher evaluation reform and many are in the third year and beyond, the time is opportune to determine the impact of these new systems. Researching questions concerning what is being accomplished, how the new systems are being implemented, whether there are aspects of the systems that are more problematic than others, and determining if there are lessons to be learned at this stage in the transformation of teacher evaluation may shed valuable light that will help in improving the design, implementation and sustainability of teacher evaluation systems going forward.

The current study and policy brief add to the growing body of research offering insights into the ongoing discussion of how to develop and implement plans that respond effectively to new teacher evaluation requirements.

The aftermath of the Indiana legislation, prior to and during the initial stages of implementation, were the timeframes of the previous surveys and briefs. This brief, and the survey responses serving as the central data for its discussion, gauge responses to the legislation's implementation over the past two years. Much has happened during this period of implementation and questions have been raised about how best to move forward with the implementation of the teacher evaluation requirements of the law. In this sense, teacher evaluation in the state of Indiana is at the crossroads of implementation. Hopefully, the results of this study will help to inform decisions for policy makers and those responsible for implementation.

Survey results and the relevance of the findings to the dialogue on teacher evaluation at the national level and in the state of Indiana, including implications for legislation and policy, will be presented in the following sections of the brief. The organization of this brief proceeds in the following sequence: 1) Survey purpose and method 2) Summary of survey results, 3) Discussion of the results/findings including implications for future research, and 4) Recommendations addressing policy, guidance, and implementation at the local level.

SURVEY PURPOSE AND METHODS

Purpose:

To determine the perceived impact of the Senate Enrolled Act 001 (Public Law 90) and the teacher evaluation plans developed in response to this legislation over the past three years, educators across the state were surveyed with questions concerning new teacher evaluation plans implemented in their districts.

This survey included two sets of questions for superintendents, principals and teachers. They were asked to respond to questions concerning their beliefs about teacher evaluation, the legislation mandating changes to the evaluation process, and the local district level impact of changes to their teacher evaluation process to comply with the legislation. Principals and teachers were also asked to respond to an additional set of questions concerning confidence in evaluator capabilities.

Methods:

Superintendents, teachers, and principals across the state of Indiana were asked to respond to survey questions aligned with the Indiana Teacher Appraisal System of Supports (INTASS) Rubric Components (INTASS, 2013), a field-tested instrument for developing and implementing teacher evaluation plans. Questions allowed responses on a 7 point Likert Scale with response values ranging from strongly agree to strongly disagree. The first 11 questions of the survey were included in a previous survey of superintendents across Indiana in 2012 published in a brief by the Center on Evaluation and Education Policy (CEEP) and the Center on Education and Lifelong Learning (CELL) at Indiana University. The current survey was constructed with questions addressing two aspects of educator perceptions: Participant beliefs about teacher evaluation and their confidence in their evaluation process. Questions related to participant beliefs addressed 1) the measurement of student growth and achievement, 2) the new teacher evaluation legislation, and 3) how changes in their teacher evaluation process have impacted teaching and learning at the local level. Questions were composed with prompts like the following:

- “I believe that teacher effectiveness ...”
- “I believe that student academic growth...”
- “I believe that instruction can be...”

Principal and teachers' confidence levels in the evaluation process were determined with questions addressing principals' confidence in themselves as evaluators, teacher confidence in their evaluators, and the confidence of both in the evaluation process. Confidence questions were composed with prompts like the following:

- “I am confident that evaluators in my district...”
- “I am confident that I...”

The survey was administered during the spring and early summer of the 2014 school year as a collaborative effort with the leading educator associations in the state. The Indiana Association of Public School Superintendents (IAPSS), the Indiana Association of School Principals (IASP), the Indiana State Teachers Association (ISTA) and the AFT Indiana sent the survey link to their membership. In addition, the survey was distributed through the Indiana Department Of Education (IDOE) Learning Connections. The request for participation was introduced with a letter explaining the purpose of the survey and an assurance of confidentiality for participants. Although demographic information regarding region, urbanicity, years of experience, content area, role, and grade level was asked for in the survey, district membership was not requested in order to avoid raising participant concerns about anonymity.

One hundred sixty-five superintendents, 1586 teachers, and 261 principals responded to the survey. Table 1 illustrates the demographics of the respondents.

The survey analyses include a tabulation of frequencies to identify possible response patterns and a series of statistical operations conducted to address the significance of the observed patterns. These analyses were used to determine underlying constructs accounting for response patterns and to identify and substantiate the significance of differences in the responses of superintendents, principals and teachers.

Table 1: Participants Demographics

My teaching experience is/was at the:

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Elementary Level	55	32.7%	Elementary Level	156	60.2%	Elementary Level	649	40.8%
Secondary Level	112	66.7%	Secondary Level	103	39.8%	Secondary Level	939	59.2%
NA	1	0.6%						

The geographic region that best describes my districts:

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Northern Indiana	55	32.7%	Northern Indiana	93	35.9%	Northern Indiana	563	35.5%
Southern Indiana	34	20.2%	Southern Indiana	64	24.7%	Southern Indiana	392	24.7%
Central Indiana	79	47.0%	Central Indiana	102	39.4%	Central Indiana	633	39.9%

I would describe my district as:

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Rural	113	67.3%	Rural	133	51.4%	Rural	704	44.3%
Suburban	36	21.4%	Suburban	64	24.7%	Suburban	578	36.4%
Urban	19	11.3%	Urban	62	23.9%	Urban	306	19.3%

My district has been implementing Indiana’s teacher evaluation law for:

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
0 Years	16	9.5%	0 Years	26	10.0%	0 Years	130	8.2%
1 Year	27	16.1%	1 Year	45	17.4%	1 Year	373	23.5%
2 Years	125	74.4%	2 Years	188	72.6%	2 Years	1,085	68.3%

I have been in my role for:

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Less than 4 years	69	41.1%	Less than 4 years	73	28.2%	Less than 4 years	146	9.2%
4-10 years	62	36.9%	4-10 years	84	32.4%	4-10 years	328	20.7%
11-15 Years	24	14.3%	11-15 years	50	19.3%	11-15 years	238	15.0%
16-25 years	12	7.1%	16-25 years	37	14.3%	16-25 years	419	26.4%
More than 25 years	1	0.6%	More than 25 years	15	5.8%	More than 25 years	456	28.7%

Were you ever a teacher in a tested area (ISTEP, ECA)?

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Yes	71	42.3%	Yes	165	63.7%	Yes	827	52.1%
No	97	57.7%	No	94	36.3%	No	761	47.9%

Were you ever a teacher in special education?

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Yes	17	10.1%	Yes	32	12.4%	Yes	233	14.0%
No	151	89.9%	No	227	87.6%	No	1,365	86.0%

Table 1: Participants Demographics (cont.)

Were you ever a teacher of English Language Learners?

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Yes	18	10.7%	Yes	55	21.2%	Yes	315	19.8%
No	150	89.3%	No	204	78.8%	No	1,273	80.2%

SUMMARY RESULTS — BELIEFS

An analysis of response frequencies to survey questions showed that superintendents were more favorable in their responses than principals and teachers, and that principals were more favorable than teachers. These response frequencies by question are found in Appendix A, p. 15.

Factor analyses identified the following three factors that influence and explain response patterns of superintendent, principal, and teacher beliefs about teacher evaluation: 1) Measuring growth and achievement with validity, 2) Accurately judging teaching and learning in an evaluation, and 3) The new evaluation system, its relationship with professional development, and impact upon teaching and learning. Statistical analysis indicated that the mean differences among superintendents, principals, and teachers on the three beliefs factors were significant at the .05 level. Superintendents’ responses demonstrated consistently higher ratings with mean responses across the three variables ranging from 5.6-5.9. Principals’ mean responses fall between that of teachers and superintendents and range from 5.1-5.4. The mean response for teachers’ across the three factors (3.5-4.3) exhibited the greatest range of the three groups.

Table 2: Scale Means and Standard Deviations for Teachers, Principals, and Superintendents

	MEASURE	TEACH_LRN	NEW_EVAL
Teachers, [N=1,585]	4.33 1.18	3.83 1.29	3.54 1.22
Principals [N=261]	5.13 0.99	5.41 1.02	5.11 1.30
Superintendents [N=167]	5.57 0.76	5.80 0.71	5.94 1.07
TOTAL [N=2,013]	4.53 1.20	4.20 1.41	3.94 1.45

SUMMARY RESULTS — CONFIDENCE

An analysis of response frequencies to survey questions showed that principals, in general, have more confidence in their ability to conduct effective evaluations and their knowledge of the technical aspects of the system than their teachers have in their ability to do so. These response frequencies by question are found in Appendix B, p. 19.

Factor analysis identified two underlying constructs explaining response patterns for the confidence questions: 1) Confidence in evaluators’ process knowledge or their ability to conduct an effective and valid evaluation and, 2) Confidence in evaluators’ procedural knowledge or their ability to understand the technical aspects of evaluation requirements. The differences between principals and teachers on the confidence factors were significant. The analyses determined that values for teachers confidence (mean=3.8) in their evaluators’ process knowledge was significantly lower than the confidence level of principals (mean= 5.8), and that teachers confidence (mean=3.9) in their evaluators’ procedural knowledge was significantly lower than the confidence level of principals (mean= 5.7). See tables 2 and 3.

Table 3: Scale Means and Standard Deviations for Teachers and Principals

	PROCESS	PROCEDURES
Teachers	3.817 1.450	3.966 1.492
Principals	5.838 .575	5.701 0.826
TOTAL	4.097 1.531	4.211 1.541

SUMMARY RESULTS — ANALYSES OF RESPONDENT DEMOGRAPHICS

A series of analyses was conducted to determine whether there were significant relationships between the demographic characteristics of teachers, principals, and superintendents, and their beliefs about teacher evaluation. Analyses were also conducted to determine if years of implementing the new teacher evaluation plans had an impact upon respondent beliefs about teacher evaluation. A similar set of analyses was conducted to determine if demographic characteristics and experience were related to the teacher and principal responses on the confidence factors. The results below show that there were significant differences in two areas: Teachers in kindergarten through grade three had significantly more positive beliefs than teachers at other grade levels, and teachers with less than four years of experience had more positive beliefs than more experienced teachers.

Additionally, respondents from districts using a new teacher evaluation system for two years were more confident their evaluators could follow procedures than were respondents from districts using a new evaluation system for one year. See tables 4 and 5.

Table 4: Scale Means and Standard Deviations for Teachers by Grades Taught

	MEASURE	TEACH_LRN	NEW_EVAL
K-3 [N=384]	4.53 1.19	3.92 1.34	3.59 1.28
Middle School [N=342]	4.21 1.19	3.75 1.28	3.52 1.19
High School [N=595]	4.22 1.16	3.78 1.25	3.51 1.20
TOTAL [N=1,321]	4.31 1.19	3.81 1.29	3.53 1.22

Table 5: Scale Means and Standard Deviations for Teachers by Teaching Experience

	MEASURE	TEACH_LRN	NEW_EVAL
Less than 4 years [N=146]	4.53 1.00	4.16 1.27	4.06 1.19
4-10 years [N=327]	4.21 1.16	3.82 1.32	3.55 1.24
11-15 years [N=237]	4.31 1.28	3.86 1.34	3.58 1.21
16-25 years [N=418]	4.25 1.20	3.74 1.25	3.46 1.18
More than 25 years [N=456]	4.43 1.17	3.80 1.28	3.41 1.19
TOTAL [N=1,584]	4.33 1.18	3.83 1.29	3.54 1.22

The number of respondents in districts using a new evaluation system for less than a year was not large enough to allow a valid interpretation.

No other statistically significant differences were observed. Other demographic factors investigated – residence, (i.e., location in the state), setting, (i.e., urban, suburban, rural), length of plan implementation, whether or not teachers were in a tested area, and whether or not they taught special education or ELL – were not associated with significantly different responses.

DISCUSSION

The general response patterns of this study with superintendents being more favorable in their responses than principals and teachers, and principals being more favorable than teachers are consistent with the literature concerning the new direction in teacher evaluation.

Similarly, the finding that a significant number of teachers view the new evaluation systems unfavorably is also documented in the teacher evaluation literature. However, as the discussion below will show there are some meaningful differences between the results of this study and previous research. The explanation for the results may provide useful insights into the challenges and opportunities presented in the transformation of teacher evaluation.

Firestone, Blitz, Gitmer, Krove, Shcherbakov and Nordon (2013), in a study conducted in ten New Jersey districts, had similar findings as the current study. Their study noted that administrators were more positive about the overall effects of teacher evaluation than were teachers. Uneven training and different access to information, involvement in the development phase and understanding of the evaluation process may offer an insight for why teachers feel less positive about the evaluation process.

This characteristic of evaluator and teacher preparation during the development and implementation of a new evaluation process could explain why many teachers in the current study indicated that they did not believe that their plans enabled an accurate evaluation of instruction or their evaluators effectively recognized it.

For instance, in Indiana, evaluation training for principals is required, but not for teachers. Additionally, the new era in teacher evaluation represents, for many teachers, a significant change from the way their performance was evaluated in the past. This difference is underscored in our study which showed the newest teachers, those who have not known another form of teacher evaluation, are more positive on the questions comprising the factor accounting for participant responses to the new teacher evaluation system in Indiana than more experienced teachers.

A 2010 Public Agenda and American Institutes for Research (Coggshall, J.G., Ott, A., and Lasagna, M.) study suggests that the success of educational reforms focused on the evaluation of teachers rests in large part on the support of those most affected by the reforms. They investigated teacher perceptions of how best to identify effective teachers and found that teachers are actually divided on how teacher effectiveness should be measured; no one indicator of success was rated as an excellent measure by a majority of the teachers. Ovando (2001) found that teachers believe the levels of performance in the evaluation rating systems do not reflect the true ability of teachers. Specifically, teachers expressed concern with the meaning of the “Proficient” level and the four-point scale of the system. Teachers also felt that appraisal systems may be too subjective and may not accurately reflect teachers’ instructional performance. The teacher responses in the current study concerning the ability of instruction to be effectively determined by their local plans and their evaluators’ ability to recognize effective instruction are in some ways reflective of these findings in the research.

Sheppard (2013) investigated the perceptions of the teacher evaluation process held by teachers and administrators in southeast Georgia. The teacher response patterns mirrored those of the current study when looking at the overall quality of the evaluation process. Teachers in the Sheppard study (43.7%) rated the overall quality of the evaluation process as being above average in quality. A higher percentage (55.89) of teachers rated the impact of the evaluation on professional practices as having an above average to strong impact.

There were similarities and differences between the administrator responses in the Georgia study with the responses of administrators in the current study. Administrators in the Georgia study did not feel favorably about the impact of the evaluation process. Only 41.67% reported the process had more than an average impact that would lead to changes in teaching practices and attitudes about teaching and 58.3% rated the overall quality of the teacher evaluation process as being average in quality. In the current study, superintendent responses were somewhat different while principal responses were more like the administrator responses in the Georgia study.

Superintendents (86%) in the current study feel that the changes in the law improved teacher evaluation in their district. A majority of the principals (65%) in the current study have similar feelings. It is interesting to note that while a strong majority of superintendents (74%) felt that the change in teacher evaluation law in Indiana will improve teaching and learning, only 52% of principals feel that the law will have a favorable impact upon teaching and learning. They also differed in their feelings about the local impact of their plans on teaching and learning with 80% of superintendents, and 57% of principals feeling that improved teaching and learning resulted from their local plans.

An important observation in the results of the current study is that there were areas across survey questions where the beliefs and confidence for all three groups were generally more positive than in other areas. For instance, although there were differences in the strength of expressed beliefs among the groups, superintendents, principals and teachers appear to believe that teacher effectiveness affects student achievement and that student achievement and growth can be validly measured.

Similarly, there were areas of the survey where the three groups had less favorable views in general about teacher evaluation than they did for other areas. For instance, teachers and principals feel that it is inadvisable to link evaluation to compensation and only 60% of Superintendents feel that evaluation should be tied to compensation. In general the less favorable response of participants in this important area of teacher evaluation is lower than their ratings in other areas of the teacher evaluation process. This less favorable view of linking evaluation to compensation is consistent with research indicating that teachers do not support tying teacher rewards to student performance (Coggshall, et.al., 2010).

Another important pattern observed in the results are responses of the three groups concerning their local plans and their experience with local plan impact. These responses were generally less positive than their beliefs about essential evaluation concepts. Additionally, there were some differences among the three groups in their perceptions of the extent to which their local plans addressed evaluation concepts. In some areas the shift toward less favorable teacher responses concerning beliefs and confidence at the local plan level is greater than that of superintendents and principals. For example, 50% of teachers believed that teacher evaluation in Indiana needed improvement, but when asked whether the new law improved teacher evaluation in their district (local impact), only 19% indicated that it did.

Principal differences between their feelings about the relationship between evaluation concepts and how they are addressed in their local plans were also marked by some notable shifts. For instance when asked if they believed that an effective evaluation system drives professional development, 83% of the principals responded in the affirmative. However, when asked if their local district plan drives professional development, only 55% responded with affirmation.

Responses to questions concerning the impact of evaluation upon teaching and learning offer further insight into the manner that change is experienced by teachers in the implementation of new teacher evaluation requirements. Even though there is research that demonstrates teachers and their instruction can make significant differences in how much and what their students learn (Sanders & Rivers, 1996; Mendro, 1998; Marzano, Pickering & Pollock, 2001) other research indicates that much of what influences student learning is beyond a teacher's control (Darling Hammond, 2012).

This pattern of contradicting research could help to explain why teachers in the current study believe that there is a relationship between effective teaching and student learning but that their evaluation plans do not effectively capture this relationship. On the questions related to the impact of teacher effectiveness upon student achievement and the ability to measure student growth and achievement with validity, both of which generate a great deal of tension in the national dialogue, a strong majority in all three groups responded positively that they held this belief. However, when responding to the quality of their local level plans and how well these plans address these critical issues, the three groups responded less positively. In other words, they believe that good teaching makes a difference, but their feelings about evaluating this difference is another matter. This point is illustrated in Table 6.

Table 6: Essential Concepts vs. Local Plan Impact

I believe that student achievement can be validly measured (Essential Concept)		
	Agree	Disagree
Superintendents	98.2	1.8
Principals	90.0	10.0
Teachers	70.1	29.9
Our district evaluation plan measures student achievement with validity (Local Plan Impact)		
	Agree	Disagree
Superintendents	91.7	8.3
Principals	73.4	26.6
Teachers	47.1	52.9
I believe that student academic growth can be validly measured (Essential Concept)		
	Agree	Disagree
Superintendents	93.5	6.5
Principals	85	15
Teachers	72.6	26.4
Our district assessments measure student growth with validity (Local Plan Impact)		
	Agree	Disagree
Superintendents	83.3	15.7
Principals	73.8	26.2
Teachers	49.5	50.5

The underlying reasons for the individual responses and the general response patterns were not within the scope of this study. However, understanding why superintendents, principals, and teachers feel as they do concerning their responses to these evaluation issues is an important question for future research. For the questions concerning the measurement and use of student growth in their evaluations, their responses may indicate feelings that they are better able to measure student growth with validity than standardized tests in general, or because they lack confidence in the tests used in their district plans. In either case, this is a significant issue that must be addressed.

One speculation for this difference between teacher perceptions and responses to questions at the conceptual level and their reactions to the same or similar questions at the local plan or district level is that reflection upon evaluation concepts does not have the personal impact and resulting

apprehensions about failing to meet the requirements in a teachers' personal evaluation experiences. (It should be noted that this could be true for principals also because the responsibility of making judgments of colleague performance takes on very personal dimensions during the evaluation process). Another possible explanation for this divergence in teacher reactions between the conceptual and the personal level is that teachers have not been provided the same training opportunities as administrators. As a result, they may not feel that they are well informed about the details of their evaluation process and do not have an adequate understanding of the relationship between evaluation concepts and how they are operationalized in their local plans. They may not feel, as the responses to this study indicate, that instructional excellence will be recognized and that ratings of their instruction will be accurate and reliable.

To achieve acceptable levels of inter-rater reliability in the recognition and rating of effective instruction requires fairly extensive and ongoing training. This training should be provided in a systematic and recurring fashion to those responsible for evaluating teachers. Further, training both teachers and evaluators on the evaluation process could improve teacher and administrator experiences by enabling a clearer understanding of what is expected and the standards used to rate performance. However, as noted at the outset of the discussion, training teachers along with their evaluators is not commonplace. As a result, teachers may be less familiar with the rubrics used in their evaluation and they are not always aware of how much training, if any, their evaluators have received. The fact that teachers do not receive, generally, the same level of training as their evaluators could influence overall teacher perceptions about their confidence in the development and implementation of their plans at the local level.

The growing and often contradicting research literature on the validity and reliability of using standardized tests to measure growth and achievement, a predictably contentious issue, only creates more doubt among teachers in their evaluations. The appropriateness of including student growth as measured by the tests in teacher evaluations is a much debated concept in the teacher evaluation landscape. Coggshall, et.al, found only 12% of teachers felt that standardized test results were a good indicator of teacher performance. Teachers in the current study also have concerns about using student growth and the best way to measure it. However, the results of the current study and that of previous research studies beg the question of whether teachers, when responding to questions concerning the measurements of growth and achievement with validity are referring to the use of standardized tests for this purpose, or making a distinction between whether they could measure growth and achievement but are skeptical about

the effectiveness of commonly used instruments in their district. If there is a disconnect between how teachers view standardized tests and their use of assessments in the teaching and learning process, it is a question whose resolution could have an impact upon the implementation and sustainability of teacher evaluation changes and the use of student outcomes.

If there is skepticism about the measure being used, a starting point to address this skepticism and support the claim that higher test scores reflect more effective instruction, is a test that is both sensitive to effective instruction and represents valued outcomes. That is, given a fixed starting position, test scores should be higher for students who have received effective instruction on the desired outcomes than it will be for students who either have received ineffective instruction on the desired outcomes or who have received instruction (effective or not) on outcomes other than the desired ones (Popham, 2013).

A related issue in the ongoing discussion about how to appropriately incorporate student growth into the teacher evaluation process is the specification of its weight in the calculation of performance ratings. Although there is considerable research asserting the quantitative impact of good teaching and good teachers upon student learning, the exact weight that this data point should have in a teacher's summative rating is heavily debated. Compounding the confusion surrounding appropriate weights for student growth is how teachers are involved in the decision making process. The decisions for the requirements for weighting student growth in the evaluation process are not always accompanied with communications about how the decisions are made. This only heightens the emotional reaction to this significant change in the evaluation landscape and creates a barrier for understanding and implementing changes in the process.

It could be that the reactions by respondents in the current study to their local plans and student growth and achievement is a reaction to not being adequately informed of the research basis for the decision, nor being included in the processes and standards for the decision regarding student growth and their evaluation.

Good teaching is supposed to make a significant difference in student learning. Some researchers assert that this difference is as much as a year. However other descriptions of the relationship between teaching and student learning are couched in the more statistical terms of standard deviations, correlation coefficients, explanations of observed variance in test scores, and the like. Establishing the relationship between these indicators of teaching and its impact upon learning and specifying an appropriate weight in an evaluation is a difficult enterprise. Justifying the final decision in a way that is easily understood by those most impacted by it is also just as difficult. However, the successful implementation of changes in the evaluation of teachers may rest upon how well teachers understand these relationships between their instructional efforts and the measurement of student learning outcomes.

Further, defining the appropriate weight is not the same as identifying the appropriate use of student growth in an evaluation. For instance, should the weight change be based upon the percentage of expected growth that students achieve? Does achieving and exceeding the expected growth prioritize its use in the evaluation process? How should the contradiction between low growth and high rubric ratings be resolved? These are complex questions that should be prioritized with any mandated changes in the teacher evaluation process. And, just as importantly, helping those responsible for, and those most impacted by the evaluation process, to understand the decisions is critical for the credibility necessary for successful implementation.

The differences in this study between teacher and principals' confidence in evaluator capabilities for effectively conducting the process and technical aspects of their evaluation plans are consistent with a study conducted by Firestone et.al. in ten New Jersey districts. The results of this study indicated that administrators (94%) believe they have the knowledge and competencies to evaluate teachers while only 54% of teachers felt this way. This finding that principals have more confidence in their knowledge of evaluation processes, their ability to conduct effective evaluations, and their knowledge of the technical aspects of the system than the teachers have in them could be explained by the fact that the evaluation process has different expectations and impact for those responsible for implementation than for those being evaluated. One speculation for this difference of opinion, as mentioned earlier, is that while principals have been engaged in ongoing discussion about changes in the evaluation process and received training to enable them to implement district plans, teachers may not have received extensive preparation. This unevenness in preparation for the professionals who are at the heart of the changes leads to misunderstanding, confusion, and apprehension.

Although the discussed results in this study and those in the limited research review indicate that there are differences in the perceptions and experiences of teachers and administrators with current changes in the teacher evaluation process, there are indications that with time, perceptions and experiences can become more favorable and confidence in the system increased. The Tennessee Department of Education surveyed teachers and administrators who were entering the third year of a new teacher evaluation system about their perceptions of the state's teacher evaluation initiative.

The main points of their findings include: 1) an improvement in teacher perceptions, 2) evaluators and teachers becoming more favorable in their view of the evaluation process as helpful in improving teaching and learning, 3) a more favorable response for those teachers in districts that developed local models, 4) a significant improvement in teacher confidence in their ability to implement requirements in the evaluation process, and 5) more engagement in the process from teachers who felt that the process was for improvement rather than judging performance.

As we noted, the differences between the three groups in the present study are significant and sometimes strikingly so. Because teachers are definitely less pleased in general with the new evaluations, it is easy to adopt a pessimistic or “glass half empty” attitude about the development and implementation of these plans in Indiana. However, another way to see the results is that given the fact that there is a relatively even split between those who see the changes as positive and those who have unfavorable viewpoint of the changes, the “glass is half full” and suggests that there is an opportunity to effect meaningful change in the evaluation of teachers in Indiana.

As the review of research shows, the response patterns of the current study are similar in some respects with the research literature. These findings offer guidance for the continued implementation of new teacher evaluation requirements in the state of Indiana. In order for the transformation of teacher evaluation to happen as desired and achieve the intended results it will be important to plan and conduct implementation in a way that acknowledges and addresses educator concerns. Focusing the messaging of plan requirements as an effort to improve teaching and learning by supporting teachers will help the changes to be embraced more positively. Similarly, the local control model of plan development, when accompanied by additional resources with clear and consistent guidance, will be helpful in ensuring high quality plan development and implementation.

Differences in perceptions among the educators in the current survey and in the research literature suggest that addressing recurring issues of trust exacerbated by a lack of understanding of evaluation processes will be important for successfully implementing teacher evaluation plans in the future. Additionally, ensuring transparency in policy decisions at the state and local level will be necessary in order for the plans to be supported. In order to demonstrate that plans are based upon sound reasoning rather than political expediency, establishing a clear relationship between plan standards and reasonable expectations must become a priority. Given what is understood about the effective implementation of educational change, the results of the current study lead to conclusions and recommendations about how to move forward that may be helpful in the successful implementation of teacher evaluation reform. Moving forward with improvements in the evaluation process will result in the development of teacher evaluation plans that realize the intent of improving teaching and learning experiences in classrooms across Indiana. These recommendations are presented in the following section.

RECOMMENDATIONS

The following recommendations are based upon the results of this study and address standards, procedures, resources, and strategies for consideration in discussions concerning policy and guidance for teacher evaluation in Indiana.

Provide clear standards for plan development and implementation that go beyond compliance.

Simply being compliant will not ensure that the system of evaluation develops shared understanding and acceptance among school personnel, a collaborative culture of shared responsibility, or a system of internal accountability. Rather, it will only be a system for external accountability.

District teacher evaluation plans that go beyond compliance are aligned to a set of standards that are grounded in research and focus on

- A shared philosophy of teacher evaluation;
- A strategic communication plan to ensure transparency;
- A clear process for observations,
- A structure for conferences that provide high quality feedback;
- A system for measuring student learning with validity and reliability;
- A data system that will provide feedback on professional development needs; and
- A standing committee to review anomalies and inconsistencies in the system (INTASS, 2013).

Using standards that reflect best practices in the development and implementation of teacher evaluations can help to ensure that districts adopt plans of the highest quality and implement them with fidelity.

Develop a differentiated rating system for district Teacher Evaluation Plans to recognize plan quality in addition to compliance.

Both compliance and quality implementation should be recognized by the state. Incentives could be established for districts to become model districts across the state that could continue to inform policy and research. Recognizing districts' for going beyond compliance would acknowledge their professionalism and help to ensure that the development and implementation of teacher evaluation plays an integral role in school improvement.

Provide resources to school districts that will support on-going professional growth for teachers and principals linked to evaluation data.

District resources and professional growth plans should all be linked to teacher evaluation data.

Using the results of teacher evaluation to inform district and school leadership on professional development needs that are individual and school focused links the supporting of teachers directly to their instructional efforts. Results should be used to target professional learning, gauge teacher growth, and identify potential master teachers who could serve as mentors to new teachers. To this end, it is imperative that resources are available to districts to provide the kinds of quality professional growth necessary to ensure that teacher evaluation plans continue to support teacher growth. Current dollars for professional growth in many districts is virtually non-existent and if one of the purposes of evaluations is to provide quality feedback for improvement, then teachers must be supported to learn new skills and apply new learning.

Provide resources and support the implementation of teacher evaluation plans with fidelity.

Because the results of teacher evaluations are used to make personnel and compensation decisions, the fidelity of implementation across the state is critical. The state of Indiana has given a great deal of flexibility to local districts as they develop and implement their teacher evaluation plans. On the one hand, this flexibility and local control allows districts to align their plans with local needs and cultures. On the other hand, allowing districts to determine their own unique plans may result in plans that may be compliant but which may vary in quality and will be implemented with varied degrees of fidelity. A hopeful outcome is that districts will have quality plans in place, implement those plans with fidelity, and monitor the data to continually improve their evaluation systems. In the end, the ultimate goal of teacher evaluation is to improve teaching and learning. Providing resources to districts to effectively monitor their implementation based on the key components of high quality plans will help to move districts beyond compliance to an understanding of high quality evaluation systems.

Using a rubric that includes the elements and components of high quality standards, the state could ensure the consistent development of effective teacher evaluation plans and their implementation with fidelity. This rubric could be used to determine model implementation sites, to review district plans, to inform future policy and to determine what practices are effective and should be scaled up. Additionally, school districts should have a clear process in place to evaluate their local teacher appraisal system.

Research plan development, implementation, and effectiveness across the state.

Appropriations at the legislative level and the state agency level should include funding for continued research on teacher and principal evaluation and the impact of Indiana's teacher evaluation law. Investigating the impact of new teacher evaluation systems upon student outcomes, climate and satisfaction at the district and school level, teacher mobility, and other professional aspects of the schooling process including the use of student teachers and participation in professional development could be very important in the ongoing evolution of teacher evaluation plans in Indiana. Gathering both qualitative and quantitative data across the state can inform changes in guidance and changes in policy and ensure that Indiana's teacher evaluation systems are equitable, efficient and effective systems. All decisions on teacher evaluations should be grounded in development and implementation data gathered through research.

Require and support the annual training of teachers as well as administrators in the evaluation process.

In order for evaluators' to achieve high levels of inter-rater reliability, consistent and on-going training is required. Additionally, the data from this study indicate that superintendents and principals responses were more positive on the changes in teacher evaluation than those of teachers.

Training on local district evaluation plans should be on going and should be collaborative in nature. Engaging evaluators and teachers in collaborative discussions about rubric language, student learning and evaluation process and procedures could provide teachers a greater understanding of the teacher evaluation process and would lessen a feeling of evaluation being done "to them." Including all involved increases understanding of evaluation expectations, processes, and standards. This enhances the chances that evaluation expectations and standards will be met and lessens the chance for confusion regarding the plan components and processes.

Support the development and testing of common assessments for "non tested" personnel, especially at the secondary level and explore the development and use of formative assessments that will inform instruction during the teacher evaluation process.

Regardless of the model a district adopts, it is clear that developing fair and valid assessments to determine student growth is the largest challenge for districts. Using multiple measures of student growth is important in determining student learning with validity. Local districts should be supported in the development of curriculum-aligned assessments for use across grade levels and content areas that cover pre-instruction to post-instruction growth. Districts should create other measures or opportunities to capture important information about teachers' contributions to student learning that go beyond student achievement score gains. This may mean developing protocols for review of artifacts related to student learning, and using both qualitative and quantitative data on student growth.

A review of the methodology, use and weights for student growth in the evaluation process should be undertaken.

Currently, the debate is centered upon the appropriate weight. However, the more important conversation could be about the appropriate and effective use of student growth rather than the "right" weight.

For instance, using student growth to resolve rating ambiguity could be accomplished in a couple of ways. A sliding scale could be employed which would give student growth a greater weight for teachers on the lower end of the effectiveness rating than for those at the upper end of the effectiveness rating. Another approach would be to use growth to resolve discrepancies and finalize ratings for teachers at a borderline position along the ratings continuum. With this methodology, finalizing a rating on the borderline between one level or the next could be facilitated by the use of student growth. Similarly weights could be developed to address the unique distribution of student growth potential in a classroom. These examples are only intended to be illustrative. And, any new methodologies would need to reflect research, best practices, and requirements at the state and federal levels. Further exploring ideas in the research literature should provide information that would be helpful in decision making around this important concept.

Anchoring the weight and measures for student growth in teacher evaluations in research.

Any specified requirement for weighting student growth in evaluation requirements should be tied directly to research concerning the measured impact of teachers upon student learning and explaining the basis for the weight in clear and transparent ways.

Review and revise how teacher evaluations are linked to compensation.

According to the data from this study, linking compensation to teacher effectiveness was not viewed positively by teachers and principals, and superintendents viewed this feature of teacher evaluation much less favorably than they did other aspects of the law and the policy guiding its implementation. Participants in this study could feel this way for a number of reasons.

The current framework could be seen as unfair and punishing for those rated improvement necessary but who have a chance to become effective or highly effective teachers with additional professional growth opportunities. Similarly, given concerns about accurately rating instruction and measuring student growth with validity and reliability, it could be that educators feel that there will be instances when a teacher's rating may not reflect their level of effectiveness. School districts enter into a "value proposition" with their employees that are broader than salary and include professional growth and career opportunities, work-life balance structures, work place climate and recognition (ERS, 2012). The intent of teacher evaluation should be to support a teacher's professional growth in ways that lead to higher levels of student learning. To that end, reframing the relationship between professional growth, compensation and teacher ratings so that it becomes a reward for commitment and performance could help to motivate and create greater educator support for the new evaluation expectations, standards and processes.

CONCLUSION

Since this study was limited to the perceptions of Indiana educators through survey, additional studies are needed to further identify and explain teachers' perspectives associated with teacher evaluation. Other studies of emerging teacher evaluation formats may shed light on the lessons learned and the conditions that foster effective implementation. As others have noted "until we know and understand a lot more about teachers and supervisors' beliefs, assumptions, values, opinions, preferences, and predispositions, our theoretical perspectives are indeed not very useful in and of themselves" (Zepeda&Ponticelli,1998, p.86). Furthermore, it is imperative to continue the search for knowledge and information about innovative and alternative processes to effectively evaluate and develop teachers so that success for all students can be realized.

POLICY PERSPECTIVE

RECOMMENDATIONS FROM THE 2014 INTASS CONSORTIUM OF SCHOOL DISTRICTS

In November of 2011, twelve school districts from across the state of Indiana came together in Indianapolis to form the Indiana Teacher Appraisal and Support System (INTASS) Consortium. This new consortium was facilitated by the Indiana University Center on Education and Lifelong Learning (CELL) and was guided by the guiding principles of Equity, Effectiveness and Efficiency.

Over the past three years, INTASS school districts have worked in a collaborative process to design teacher appraisal systems that meet or exceed the requirements of Indiana legislation while intentionally developing the systems to best meet the unique needs of their local districts. As the INTASS districts have continued to meet and share their experiences in the development and implementation of teacher evaluation plans, several themes have surfaced as consistent challenges in addressing the requirements of the new legislation. These themes indicate a need for policy and guidance and serve as the basis for the recommendations below:

There is a need for continued research on educator evaluation systems. Clayton Christensen, in his book, *Disrupting Class*, points out that education, or in this case teacher evaluation, is unfathomably complex with unpredictable outcomes, which is not unique to education. The author recommends, and the INTASS Consortium concurs, that research on the process of teacher evaluation must move toward understanding what works for all educators and what ultimately works to improve student outcomes. The definition of student “outcomes” is complex and is much farther-reaching than the snapshot provided by high stakes test given once per year.

Policy should be based on this research. Questions continue to be raised about various evaluation concepts such as linking teacher evaluation to merit pay and the use of standardized test scores, including the Indiana Growth Model, to measure teacher effectiveness.

Answers to these questions and others, should have a sound footing in academic research.

School districts should be recognized for developing and implementing high quality teacher evaluation systems.

The state has been charged to monitor district plans for compliance with the legislation. Yet, compliance does not ensure quality and those districts with standards that exceed compliance are not recognized. What these districts have learned may inform policy and guidance in important ways. Using current research on effective educator evaluation systems, clear metrics to evaluate the development and implementation of district plans based on this research, and a collaborative process has resulted in experiences in INTASS districts that affirm trust, increase confidence, and a belief that the plans are effective, fair, and can be implemented with fidelity. Encouraging and supporting this kind of a plan development and implementation process could address many of the concerns and challenges being experienced by districts across the state of Indiana. Additionally, visiting INTASS districts to see first-hand how the teacher appraisal systems are working will provide valuable insights from those responsible for and those impacted by any changes in state requirements.

Include the voices of educator practitioners in policy discussions. INTASS Consortium districts continue to monitor their implementation and as a group, continue to gain new understanding of what it takes to ensure a highly effective teacher evaluation system. Incorporating the experiences of educators from districts who have moved forward with developing and implementing teacher evaluation plans in the policy making process can ensure that the policy recommendations are meaningful to the teaching and learning process.

Professional development should be better-funded and linked to evaluation data. As higher standards are set for educators throughout the state, it is crucial to do all that is possible to help all educators reach those standards through strategic, targeted, and relevant professional development. This capacity building strategy would be a good use of state funds and would ensure that teachers’ and administrators’ continuous improvement is supported.

Attention should be given to the assessment of student learning measures. There is a need to fund the development of reliable and valid measures of growth, particularly at the secondary level. Developing growth measures, beyond ECA and IGM and used consistently across the state would enable the use of multiple measures that can increase the validity of ratings.

Consider a moratorium on “negative impact” until the transition to the new assessment is complete. Calculating negative impact for teachers using two very different assessments does not seem fair due to the necessary statistical conversions and inherent variabilities in doing so. It would be advisable to consider waiting until the transition to new assessments is complete to identify teachers who have had negative impact.

INTASS Consortium Districts:

Bartholomew Consolidated School Corporation, Fairfield Community Schools, Kokomo School Corporation, Monroe County Community School Corporation, MSD Washington Township, Northwestern School Corporation, Richland Bean Blossom School Corporation, South Bend Community School Corporation, South Harrison Community School Corporation, and Tipton Community School Corporation.

For information on the INTASS Consortium and INTASS visit <http://www.teacherevaluation.indiana.edu>

POLICY PERSPECTIVE

POLICY RECOMMENDATIONS FROM MEMBERS OF 2014 INTASS ADVISORY BOARD

The INTASS Advisory Board, consisting of representatives from the major education associations and state education organizations, provides a forum for the continued dialogue and discussion of teacher and principal evaluation in Indiana. Redesigning teacher evaluation has the potential to transform the profession by ensuring that the highest quality of instruction is occurring in every classroom. The board recognizes that reforms will not have this kind of impact unless they are designed to continually improve teacher and principal capacity so that all students are provided an opportunity to be college and career ready. The perspectives and ideas of individual board members are diverse and varied; however, as a collective group there is a strong desire to ensure that teacher and principal evaluation in Indiana becomes a meaningful experience, not just a pointless exercise. As a group, we have discussed the findings of the INTASS survey and offer the following:

Perspectives

- Good assessments to measure student growth, particularly at the high school level, are lacking.
- Teachers need and want a collaborative process that will provide quality feedback in a timely fashion.
- Teachers want the system to focus on growth, for themselves and their students.
- There exists a lack of resources and support for high quality professional development linked to evaluation data.

- There exists a lack of resources to provide increased compensation for Superintendents, principals and teachers.
- There is a need for an SLO process that is more consistent, efficient and fair.
- The timing of the release of the IGM data is not ideal.

Recommendations

In order to support school corporations to develop, implement, and evaluate their teacher appraisal system and to enhance teacher effectiveness and ongoing professional development, the following recommendations are offered to school districts:

- Provide more joint training of evaluators and teachers in order to promote better understanding, collegial decision-making, and more positive perspectives from teachers.
- Include teachers throughout the process. Their experiences and perspectives are critical.
- Build a stronger mentoring and support structure for new teachers during the induction years, including targeted professional development based on individual needs.
- Ensure that the evaluation system in districts is transparent.

The following recommendations are offered to policymakers:

- Indiana policy on teacher evaluation should be based on current research. A research agenda should be developed and supported to collect and gather quantitative and qualitative data on Indiana's teacher evaluation system.

Research on teacher evaluation must move toward understanding what works for all teachers and principals to improve student learning.

- Advocate and support funding for professional development to ensure that continuous improvement is the purpose and intent of Indiana's evaluation system.
- Support a research agenda to determine the impact of linking evaluation to compensation.
- Ensure the return of state IGM data to districts by the end of the school year.
- Revise the SLO process to facilitate consistent standards for development, implementation and growth targets.

This policy perspective was developed by the following members of the **INTASS Advisory Board**: Indiana School Board Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana State Teachers Association, AFT Indiana, IUPUI, Center for Education and Career Innovation, INTASS Consortium, and Charter Schools.

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Appendix A: Frequency Response for Belief Questions

I believe that teacher effectiveness affects student achievement...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	136	81.0%	Strongly Agree	164	63.3%	Strongly Agree	400	25.2%
Agree	28	16.7%	Agree	73	28.2%	Agree	705	44.4%
Somewhat Agree	2	1.2%	Somewhat Agree	20	7.7%	Somewhat Agree	348	21.9%
Neither	0	0.0%	Neither	2	0.8%	Neither	38	2.4%
Somewhat Disagree	1	0.6%	Somewhat Disagree	0	0.0%	Somewhat Disagree	41	2.6%
Disagree	0	0.0%	Disagree	0	0.0%	Disagree	36	2.3%
Strongly Disagree	1	0.6%	Strongly Disagree	0	0.0%	Strongly Disagree	20	1.3%

I believe that student achievement can be validly measured...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	39	23.2%	Strongly Agree	30	11.6%	Strongly Agree	47	3.0%
Agree	80	47.6%	Agree	109	42.1%	Agree	342	21.5%
Somewhat Agree	46	27.4%	Somewhat Agree	94	36.3%	Somewhat Agree	724	45.6%
Neither	0	0.0%	Neither	5	1.9%	Neither	90	5.7%
Somewhat Disagree	2	1.2%	Somewhat Disagree	13	5.0%	Somewhat Disagree	199	12.5%
Disagree	1	0.6%	Disagree	4	1.5%	Disagree	131	8.3%
Strongly Disagree	0	0.0%	Strongly Disagree	4	1.5%	Strongly Disagree	55	3.5%

Our district evaluation plan measures student achievement with validity...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	17	10.1%	Strongly Agree	14	5.4%	Strongly Agree	21	1.3%
Agree	67	39.9%	Agree	81	31.3%	Agree	209	13.2%
Somewhat Agree	70	41.7%	Somewhat Agree	95	36.7%	Somewhat Agree	517	32.6%
Neither	5	3.0%	Neither	23	8.9%	Neither	232	14.6%
Somewhat Disagree	5	3.0%	Somewhat Disagree	27	10.4%	Somewhat Disagree	254	16.0%
Disagree	4	2.4%	Disagree	15	5.8%	Disagree	238	15.0%
Strongly Disagree	0	0.0%	Strongly Disagree	4	1.5%	Strongly Disagree	117	7.4%

I believe that student academic growth can be validly measured...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	30	17.9%	Strongly Agree	29	11.2%	Strongly Agree	63	4.0%
Agree	71	42.3%	Agree	110	42.5%	Agree	441	27.8%
Somewhat Agree	56	33.3%	Somewhat Agree	81	31.3%	Somewhat Agree	648	40.8%
Neither	2	1.2%	Neither	12	4.6%	Neither	93	5.9%
Somewhat Disagree	9	5.4%	Somewhat Disagree	15	5.8%	Somewhat Disagree	192	12.1%
Disagree	0	0.0%	Disagree	10	3.9%	Disagree	110	6.9%
Strongly Disagree	0	0.0%	Strongly Disagree	2	0.8%	Strongly Disagree	40	2.5%

Our district assessments measure student growth with validity...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	20	11.9%	Strongly Agree	15	5.8%	Strongly Agree	21	1.3%
Agree	55	32.7%	Agree	81	31.3%	Agree	231	14.6%
Somewhat Agree	65	38.7%	Somewhat Agree	95	36.7%	Somewhat Agree	533	33.6%
Neither	15	8.9%	Neither	22	8.5%	Neither	212	13.4%
Somewhat Disagree	8	4.8%	Somewhat Disagree	26	10.0%	Somewhat Disagree	269	16.9%
Disagree	4	2.4%	Disagree	15	5.8%	Disagree	223	14.0%
Strongly Disagree	1	0.6%	Strongly Disagree	5	1.9%	Strongly Disagree	99	6.2%

I believe that teacher evaluation should be linked to student growth...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	25	14.9%	Strongly Agree	24	9.3%	Strongly Agree	30	1.9%
Agree	66	39.3%	Agree	60	23.2%	Agree	85	5.4%
Somewhat Agree	57	33.9%	Somewhat Agree	105	40.5%	Somewhat Agree	414	26.1%
Neither	3	1.8%	Neither	12	4.6%	Neither	108	6.8%
Somewhat Disagree	6	3.6%	Somewhat Disagree	24	9.3%	Somewhat Disagree	300	18.9%
Disagree	6	3.6%	Disagree	15	5.8%	Disagree	295	18.6%
Strongly Disagree	5	3.0%	Strongly Disagree	19	7.3%	Strongly Disagree	356	22.4%

Our district evaluation plan links teaching with student growth...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	20	11.9%	Strongly Agree	35	13.5%	Strongly Agree	211	13.3%
Agree	90	53.6%	Agree	122	47.1%	Agree	612	38.5%
Somewhat Agree	42	25.0%	Somewhat Agree	67	25.9%	Somewhat Agree	360	22.7%
Neither	7	4.2%	Neither	13	5.0%	Neither	158	10.0%
Somewhat Disagree	3	1.8%	Somewhat Disagree	10	3.9%	Somewhat Disagree	91	5.7%
Disagree	6	3.6%	Disagree	10	3.9%	Disagree	96	6.1%
Strongly Disagree	0	0.0%	Strongly Disagree	2	0.8%	Strongly Disagree	60	3.8%

I believe that instruction can be accurately and fairly evaluated and judged...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	44	26.2%	Strongly Agree	61	23.6%	Strongly Agree	48	3.0%
Agree	91	54.2%	Agree	134	51.7%	Agree	329	20.7%
Somewhat Agree	28	16.7%	Somewhat Agree	45	17.4%	Somewhat Agree	541	34.1%
Neither	1	0.6%	Neither	4	1.5%	Neither	88	5.5%
Somewhat Disagree	3	1.8%	Somewhat Disagree	11	4.3%	Somewhat Disagree	276	17.4%
Disagree	1	0.6%	Disagree	3	1.2%	Disagree	191	12.0%
Strongly Disagree	0	0.0%	Strongly Disagree	1	0.4%	Strongly Disagree	115	7.2%

Our district evaluation plan allows for an accurate and fair evaluation of instruction...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	30	17.9%	Strongly Agree	42	16.2%	Strongly Agree	20	1.3%
Agree	101	60.1%	Agree	113	43.6%	Agree	209	13.2%
Somewhat Agree	32	19.1%	Somewhat Agree	67	25.9%	Somewhat Agree	468	29.5%
Neither	2	1.2%	Neither	13	5.0%	Neither	155	9.8%
Somewhat Disagree	2	1.2%	Somewhat Disagree	14	5.4%	Somewhat Disagree	292	18.4%
Disagree	1	0.6%	Disagree	7	2.7%	Disagree	267	16.8%
Strongly Disagree	0	0.0%	Strongly Disagree	3	1.2%	Strongly Disagree	177	11.2%

I believe that the relationships between teaching and learning can be accurately applied to an evaluation of teaching...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	27	16.1%	Strongly Agree	32	12.4%	Strongly Agree	24	1.5%
Agree	86	51.2%	Agree	105	40.5%	Agree	181	11.4%
Somewhat Agree	46	27.4%	Somewhat Agree	85	32.8%	Somewhat Agree	514	32.4%
Neither	3	1.8%	Neither	8	3.1%	Neither	155	9.8%
Somewhat Disagree	6	3.6%	Somewhat Disagree	17	6.6%	Somewhat Disagree	334	21.0%
Disagree	0	0.0%	Disagree	10	3.9%	Disagree	259	16.3%
Strongly Disagree	0	0.0%	Strongly Disagree	2	0.8%	Strongly Disagree	121	7.6%

Our district evaluation plan effectively reflects the relationship between teaching and learning...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	20	11.9%	Strongly Agree	20	7.7%	Strongly Agree	12	0.8%
Agree	77	45.8%	Agree	89	34.4%	Agree	119	7.5%
Somewhat Agree	57	33.9%	Somewhat Agree	96	37.1%	Somewhat Agree	404	25.4%
Neither	6	3.6%	Neither	13	5.0%	Neither	253	15.9%
Somewhat Disagree	6	3.6%	Somewhat Disagree	22	8.5%	Somewhat Disagree	329	20.7%
Disagree	2	1.2%	Disagree	16	6.2%	Disagree	309	19.5%
Strongly Disagree	0	0.0%	Strongly Disagree	3	1.2%	Strongly Disagree	162	10.2%

I believe that teacher evaluation should be tied to merit/compensation...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	13	7.7%	Strongly Agree	12	4.6%	Strongly Agree	32	2.0%
Agree	39	23.2%	Agree	41	15.8%	Agree	73	4.6%
Somewhat Agree	49	29.2%	Somewhat Agree	65	25.1%	Somewhat Agree	230	14.5%
Neither	15	8.9%	Neither	26	10.0%	Neither	110	6.9%
Somewhat Disagree	11	6.6%	Somewhat Disagree	24	9.3%	Somewhat Disagree	177	11.2%
Disagree	22	13.1%	Disagree	39	15.1%	Disagree	290	18.3%
Strongly Disagree	19	11.3%	Strongly Disagree	52	20.1%	Strongly Disagree	676	42.6%

Our district evaluation plan fairly ties teacher performance to compensation...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	11	6.6%	Strongly Agree	9	3.5%	Strongly Agree	27	1.7%
Agree	62	36.9%	Agree	59	22.8%	Agree	120	7.6%
Somewhat Agree	37	22.0%	Somewhat Agree	51	19.7%	Somewhat Agree	209	13.2%
Neither	24	14.3%	Neither	61	23.6%	Neither	297	18.7%
Somewhat Disagree	10	6.0%	Somewhat Disagree	14	5.4%	Somewhat Disagree	208	13.1%
Disagree	20	11.9%	Disagree	39	15.1%	Disagree	338	21.3%
Strongly Disagree	4	2.4%	Strongly Disagree	26	10.0%	Strongly Disagree	389	24.5%

Prior to the new law, the teacher evaluation processes in Indiana needed improvement...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	74	44.1%	Strongly Agree	78	30.1%	Strongly Agree	105	6.6%
Agree	50	29.8%	Agree	81	31.3%	Agree	285	18.0%
Somewhat Agree	25	14.9%	Somewhat Agree	48	18.5%	Somewhat Agree	402	25.3%
Neither	2	1.2%	Neither	19	7.3%	Neither	250	15.7%
Somewhat Disagree	9	5.4%	Somewhat Disagree	6	2.3%	Somewhat Disagree	185	11.7%
Disagree	8	4.8%	Disagree	19	7.3%	Disagree	233	14.7%
Strongly Disagree	0	0.0%	Strongly Disagree	8	3.1%	Strongly Disagree	128	8.1%

The new law has improved teacher evaluation processes in my district...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	43	25.6%	Strongly Agree	31	12.0%	Strongly Agree	17	1.1%
Agree	76	45.2%	Agree	64	24.7%	Agree	71	4.5%
Somewhat Agree	23	13.7%	Somewhat Agree	74	28.6%	Somewhat Agree	221	13.9%
Neither	8	4.8%	Neither	34	13.1%	Neither	236	14.9%
Somewhat Disagree	7	4.2%	Somewhat Disagree	19	7.3%	Somewhat Disagree	224	14.1%
Disagree	10	6.0%	Disagree	17	6.6%	Disagree	334	21.0%
Strongly Disagree	1	0.6%	Strongly Disagree	20	7.7%	Strongly Disagree	485	30.5%

An effective teacher evaluation system drives professional development...

Superintendent			Principal			Teacher		
Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	48	28.6%	Strongly Agree	50	19.3%	Strongly Agree	93	5.0%
Agree	72	42.9%	Agree	102	39.4%	Agree	290	18.3%
Somewhat Agree	36	21.4%	Somewhat Agree	63	24.3%	Somewhat Agree	386	24.3%
Neither	6	3.6%	Neither	12	4.6%	Neither	204	12.9%
Somewhat Disagree	1	0.6%	Somewhat Disagree	13	5.0%	Somewhat Disagree	173	10.9%
Disagree	5	3.0%	Disagree	13	5.0%	Disagree	253	15.0%
Strongly Disagree	0	0.0%	Strongly Disagree	6	2.3%	Strongly Disagree	189	11.9%

Our district evaluation plan drives our professional development...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	20	11.9%	Strongly Agree	20	7.7%	Strongly Agree	39	2.5%
Agree	71	42.3%	Agree	56	21.6%	Agree	141	8.9%
Somewhat Agree	51	30.4%	Somewhat Agree	68	26.3%	Somewhat Agree	306	19.3%
Neither	12	7.1%	Neither	29	11.2%	Neither	222	14.0%
Somewhat Disagree	8	4.8%	Somewhat Disagree	36	13.9%	Somewhat Disagree	221	13.9%
Disagree	6	3.6%	Disagree	34	13.1%	Disagree	343	21.6%
Strongly Disagree	0	0.0%	Strongly Disagree	16	6.2%	Strongly Disagree	316	19.9%

Indiana's law requiring teacher evaluation will result in improved teaching and learning...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	20	11.9%	Strongly Agree	14	5.4%	Strongly Agree	8	0.5%
Agree	54	32.1%	Agree	45	17.4%	Agree	39	2.5%
Somewhat Agree	50	29.8%	Somewhat Agree	76	29.3%	Somewhat Agree	198	12.5%
Neither	12	7.1%	Neither	38	14.7%	Neither	185	11.7%
Somewhat Disagree	12	7.1%	Somewhat Disagree	26	10.0%	Somewhat Disagree	251	15.8%
Disagree	16	9.5%	Disagree	39	15.1%	Disagree	389	24.5%
Strongly Disagree	4	2.4%	Strongly Disagree	21	8.1%	Strongly Disagree	518	32.6%

Teaching and learning in my district has improved because of our district evaluation plan...

Superintendent

Principal

Teacher

Value	Count	Percent	Value	Count	Percent	Value	Count	Percent
Strongly Agree	21	12.5%	Strongly Agree	21	8.1%	Strongly Agree	8	0.5%
Agree	65	38.7%	Agree	55	21.2%	Agree	42	2.6%
Somewhat Agree	48	28.6%	Somewhat Agree	72	27.8%	Somewhat Agree	170	10.7%
Neither	20	11.9%	Neither	46	17.8%	Neither	322	20.3%
Somewhat Disagree	7	4.2%	Somewhat Disagree	14	5.4%	Somewhat Disagree	208	13.1%
Disagree	6	3.6%	Disagree	37	14.3%	Disagree	423	26.6%
Strongly Disagree	1	0.6%	Strongly Disagree	14	5.4%	Strongly Disagree	415	26.1%

Appendix B: Frequency Response for Confidence Questions

I am confident that I understand and recognize effective planning for instruction...

Principal

Value	Count	Percent
Strongly Agree	87	33.6%
Agree	139	53.7%
Somewhat Agree	27	10.4%
Neither Agree nor Disagree	5	1.9%
Somewhat Disagree	0	0.0%
Disagree	1	0.4%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	45	2.8%
Agree	263	16.6%
Somewhat Agree	386	24.3%
Neither Agree nor Disagree	186	11.7%
Somewhat Disagree	218	13.7%
Disagree	261	16.4%
Strongly Disagree	229	14.4%

I am confident that I develop collegial relationships with teachers during the evaluation process...

Principal

Value	Count	Percent
Strongly Agree	66	25.5%
Agree	143	55.2%
Somewhat Agree	36	13.9%
Neither Agree nor Disagree	7	2.7%
Somewhat Disagree	6	2.3%
Disagree	1	0.4%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	36	2.3%
Agree	260	16.4%
Somewhat Agree	327	20.6%
Neither Agree nor Disagree	244	15.4%
Somewhat Disagree	224	14.1%
Disagree	246	15.5%
Strongly Disagree	251	15.8%

I am confident that I understand and recognize the effective application of classroom management procedures...

Principal

Value	Count	Percent
Strongly Agree	132	51.0%
Agree	119	46.0%
Somewhat Agree	7	2.7%
Neither Agree nor Disagree	0	0.0%
Somewhat Disagree	1	0.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	60	3.8%
Agree	354	22.3%
Somewhat Agree	455	28.7%
Neither Agree nor Disagree	150	9.5%
Somewhat Disagree	210	13.2%
Disagree	193	12.2%
Strongly Disagree	166	10.5%

I am confident that I understand the forms and documents used in the evaluation process...

Principal

Value	Count	Percent
Strongly Agree	76	29.3%
Agree	141	54.4%
Somewhat Agree	31	12.0%
Neither Agree nor Disagree	4	1.5%
Somewhat Disagree	2	0.8%
Disagree	3	1.2%
Strongly Disagree	2	0.8%

Teacher

Value	Count	Percent
Strongly Agree	90	5.7%
Agree	430	27.1%
Somewhat Agree	373	23.5%
Neither Agree nor Disagree	176	11.1%
Somewhat Disagree	204	12.9%
Disagree	184	11.6%
Strongly Disagree	131	8.3%

I am confident of my understanding of the requirements of the evaluation system...

Principal

Value	Count	Percent
Strongly Agree	74	28.6%
Agree	142	54.8%
Somewhat Agree	33	12.7%
Neither Agree nor Disagree	3	1.2%
Somewhat Disagree	3	1.2%
Disagree	2	0.8%
Strongly Disagree	2	0.8%

Teacher

Value	Count	Percent
Strongly Agree	79	5.0%
Agree	432	27.2%
Somewhat Agree	407	25.6%
Neither Agree nor Disagree	181	11.4%
Somewhat Disagree	208	13.1%
Disagree	159	10.0%
Strongly Disagree	122	7.7%

I am confident that I clearly understand and can recognize all components of teaching that are described in the teacher appraisal rubric...

Principal

Value	Count	Percent
Strongly Agree	59	22.8%
Agree	125	48.3%
Somewhat Agree	45	17.4%
Neither Agree nor Disagree	8	3.1%
Somewhat Disagree	14	5.4%
Disagree	5	1.9%
Strongly Disagree	3	1.2%

Teacher

Value	Count	Percent
Strongly Agree	48	3.0%
Agree	287	18.1%
Somewhat Agree	367	23.1%
Neither Agree nor Disagree	197	12.4%
Somewhat Disagree	279	17.6%
Disagree	235	14.8%
Strongly Disagree	175	11.0%

I am confident that I provide clear feedback to teachers that is helpful in improving their teaching and learning...

Principal

Value	Count	Percent
Strongly Agree	46	17.8%
Agree	157	60.6%
Somewhat Agree	47	18.2%
Neither Agree nor Disagree	3	1.2%
Somewhat Disagree	6	2.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	45	2.8%
Agree	246	15.5%
Somewhat Agree	373	23.5%
Neither Agree nor Disagree	187	11.8%
Somewhat Disagree	258	16.3%
Disagree	260	16.4%
Strongly Disagree	219	13.8%

I am confident that I clearly understand and communicate the teacher evaluation procedures...

Principal

Value	Count	Percent
Strongly Agree	69	26.6%
Agree	141	54.4%
Somewhat Agree	41	15.8%
Neither Agree nor Disagree	1	0.4%
Somewhat Disagree	3	1.2%
Disagree	2	0.8%
Strongly Disagree	2	0.8%

Teacher

Value	Count	Percent
Strongly Agree	50	3.2%
Agree	349	22.0%
Somewhat Agree	383	24.1%
Neither Agree nor Disagree	186	11.7%
Somewhat Disagree	239	15.1%
Disagree	221	13.9%
Strongly Disagree	160	10.1%

I am confident that I clearly understand and communicate the criteria for rating teachers performance...

Principal

Value	Count	Percent
Strongly Agree	43	16.6%
Agree	152	58.7%
Somewhat Agree	51	19.7%
Neither Agree nor Disagree	5	1.9%
Somewhat Disagree	2	0.8%
Disagree	4	1.5%
Strongly Disagree	2	0.8%

Teacher

Value	Count	Percent
Strongly Agree	48	3.0%
Agree	270	17.0%
Somewhat Agree	356	22.4%
Neither Agree nor Disagree	179	11.3%
Somewhat Disagree	289	18.2%
Disagree	255	16.1%
Strongly Disagree	191	12.0%

I am confident that I use pre and post conferences for an effective evaluation process...

Principal

Value	Count	Percent
Strongly Agree	41	16.2%
Agree	99	39.1%
Somewhat Agree	69	27.3%
Neither Agree nor Disagree	21	8.3%
Somewhat Disagree	16	6.3%
Disagree	7	2.8%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	50	3.2%
Agree	295	18.6%
Somewhat Agree	353	22.2%
Neither Agree nor Disagree	236	14.9%
Somewhat Disagree	228	14.4%
Disagree	235	14.8%
Strongly Disagree	191	12.0%

I am confident that I effectively use both formal and informal settings to provide feedback and discussion in a constructive manner...

Principal

Value	Count	Percent
Strongly Agree	45	17.4%
Agree	151	58.3%
Somewhat Agree	50	19.3%
Neither Agree nor Disagree	8	3.1%
Somewhat Disagree	5	1.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	66	4.2%
Agree	339	21.4%
Somewhat Agree	430	27.1%
Neither Agree nor Disagree	197	12.4%
Somewhat Disagree	199	12.5%
Disagree	197	12.4%
Strongly Disagree	160	10.1%

I am confident that I clearly understand the process for resolving inconsistencies in the data...

Principal

Value	Count	Percent
Strongly Agree	11	4.3%
Agree	109	42.1%
Somewhat Agree	76	29.3%
Neither Agree nor Disagree	29	11.2%
Somewhat Disagree	19	7.3%
Disagree	9	3.5%
Strongly Disagree	6	2.3%

Teacher

Value	Count	Percent
Strongly Agree	28	1.8%
Agree	156	9.8%
Somewhat Agree	264	16.6%
Neither Agree nor Disagree	304	19.1%
Somewhat Disagree	285	18.0%
Disagree	308	19.4%
Strongly Disagree	243	15.3%

I am confident that I clearly understand how to communicate and use assessment results in the evaluation process...

Principal

Value	Count	Percent
Strongly Agree	31	12.0%
Agree	142	54.8%
Somewhat Agree	58	22.4%
Neither Agree nor Disagree	14	5.4%
Somewhat Disagree	11	4.3%
Disagree	2	0.8%
Strongly Disagree	1	0.4%

Teacher

Value	Count	Percent
Strongly Agree	28	1.8%
Agree	247	15.6%
Somewhat Agree	342	21.5%
Neither Agree nor Disagree	291	18.3%
Somewhat Disagree	248	15.6%
Disagree	246	15.5%
Strongly Disagree	186	11.7%

I am confident that I know how to use appraisal data to guide teachers' professional development...

Principal

Value	Count	Percent
Strongly Agree	25	9.7%
Agree	114	44.0%
Somewhat Agree	82	31.7%
Neither Agree nor Disagree	23	8.9%
Somewhat Disagree	9	3.5%
Disagree	3	1.2%
Strongly Disagree	3	1.2%

Teacher

Value	Count	Percent
Strongly Agree	23	1.5%
Agree	151	9.5%
Somewhat Agree	277	17.4%
Neither Agree nor Disagree	359	22.6%
Somewhat Disagree	263	16.6%
Disagree	299	18.8%
Strongly Disagree	216	13.6%

I am confident that I understand and can clearly explain how evaluation ratings are determined...

Principal

Value	Count	Percent
Strongly Agree	47	18.2%
Agree	117	45.2%
Somewhat Agree	65	25.1%
Neither Agree nor Disagree	9	3.5%
Somewhat Disagree	11	4.3%
Disagree	7	2.7%
Strongly Disagree	3	1.2%

Teacher

Value	Count	Percent
Strongly Agree	48	3.0%
Agree	292	18.4%
Somewhat Agree	370	23.3%
Neither Agree nor Disagree	207	13.0%
Somewhat Disagree	245	15.4%
Disagree	244	15.4%
Strongly Disagree	182	11.5%

I am confident that I understand and can communicate the process for appeal of summative evaluation results...

Principal

Value	Count	Percent
Strongly Agree	27	10.4%
Agree	89	34.4%
Somewhat Agree	71	27.4%
Neither Agree nor Disagree	18	7.0%
Somewhat Disagree	26	10.0%
Disagree	21	8.1%
Strongly Disagree	7	2.7%

Teacher

Value	Count	Percent
Strongly Agree	33	2.1%
Agree	201	12.7%
Somewhat Agree	288	18.1%
Neither Agree nor Disagree	382	24.1%
Somewhat Disagree	210	13.2%
Disagree	263	16.6%
Strongly Disagree	211	13.3%

I am confident that I can develop measurable and achievable student learning goals with my teachers...

Principal

Value	Count	Percent
Strongly Agree	39	15.1%
Agree	147	56.8%
Somewhat Agree	45	17.4%
Neither Agree nor Disagree	11	4.3%
Somewhat Disagree	11	4.3%
Disagree	3	1.2%
Strongly Disagree	3	1.2%

Teacher

Value	Count	Percent
Strongly Agree	34	2.1%
Agree	252	15.9%
Somewhat Agree	402	25.3%
Neither Agree nor Disagree	249	15.7%
Somewhat Disagree	235	14.8%
Disagree	239	15.1%
Strongly Disagree	177	11.2%

I am confident that I understand and recognize the important features/characteristics of highly effective instruction as described in our teacher evaluation rubric...

Principal

Value	Count	Percent
Strongly Agree	79	30.5%
Agree	136	52.5%
Somewhat Agree	35	13.5%
Neither Agree nor Disagree	2	0.8%
Somewhat Disagree	6	2.3%
Disagree	0	0.0%
Strongly Disagree	1	0.4%

Teacher

Value	Count	Percent
Strongly Agree	57	3.6%
Agree	322	20.3%
Somewhat Agree	404	25.4%
Neither Agree nor Disagree	187	11.8%
Somewhat Disagree	226	14.2%
Disagree	219	13.8%
Strongly Disagree	173	10.9%

I am confident that I recognize and understand how teachers contribute to a professional school culture...

Principal

Value	Count	Percent
Strongly Agree	106	40.9%
Agree	139	53.7%
Somewhat Agree	14	5.4%
Neither Agree nor Disagree	0	0.0%
Somewhat Disagree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	110	6.9%
Agree	463	29.2%
Somewhat Agree	371	23.4%
Neither Agree nor Disagree	143	9.0%
Somewhat Disagree	176	11.1%
Disagree	166	10.5%
Strongly Disagree	158	10.0%

I am confident that I know how to develop plans of assistance that are clear and specific and identify the standards and elements for improvement and goals to be accomplished...

Principal

Value	Count	Percent
Strongly Agree	52	20.1%
Agree	125	48.3%
Somewhat Agree	58	22.4%
Neither Agree nor Disagree	6	2.3%
Somewhat Disagree	13	5.0%
Disagree	4	1.5%
Strongly Disagree	1	0.4%

Teacher

Value	Count	Percent
Strongly Agree	36	2.3%
Agree	199	12.5%
Somewhat Agree	350	22.0%
Neither Agree nor Disagree	316	19.9%
Somewhat Disagree	238	15.0%
Disagree	234	14.7%
Strongly Disagree	157	10.0%

I am confident that I know how to plan for, advise, and use professional development activities to improve teacher practice...

Principal

Value	Count	Percent
Strongly Agree	51	19.7%
Agree	144	55.6%
Somewhat Agree	51	19.7%
Neither Agree nor Disagree	3	1.2%
Somewhat Disagree	6	2.3%
Disagree	4	1.5%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	35	2.2%
Agree	203	12.8%
Somewhat Agree	346	21.8%
Neither Agree nor Disagree	204	12.9%
Somewhat Disagree	277	17.4%
Disagree	291	18.3%
Strongly Disagree	232	14.6%

I am confident that I understand how to create a relationship in which the purpose of teacher evaluations are for continued growth and improvement...

Principal

Value	Count	Percent
Strongly Agree	61	23.6%
Agree	148	57.1%
Somewhat Agree	44	17.0%
Neither Agree nor Disagree	6	2.3%
Somewhat Disagree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Teacher

Value	Count	Percent
Strongly Agree	47	3.0%
Agree	244	15.4%
Somewhat Agree	376	23.7%
Neither Agree nor Disagree	189	11.9%
Somewhat Disagree	251	15.8%
Disagree	237	14.9%
Strongly Disagree	244	15.4%



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Flexibility Waiver Update

September 2014
State Board of Education Update



**Indiana
Department of Education**
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Components Completed

- 21 districts (contract in place prior to IC 20-28-11.5) received IDOE memo encouraging full implementation of evaluation plans by 2015-2016
- Memo to field regarding principal evaluation results mirror teachers to inform personnel decisions via DOE Dialogue
- Charter schools received memo on submission of evaluation plan to IDOE no later than September 15, 2014
- \$2 million Excellence in Performance Application and \$30 Million School Performance Award information posted on IDOE website



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Ongoing Supports

- IDOE staff trained to review all evaluation plans submitted through Legal Standard 12 and conduct over 70 onsite visits for evaluation plan implementation including additional follow-up through first semester w/INTASS
- 15 districts received letters for Sept./Oct. onsite visits for evaluation plan implementation
- IDOE working with Center for Great Teachers and Leaders to finalize 30 day onsite monitoring report, data use plan and internal tracking procedures



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Flexibility Waiver Update

October 2014
State Board of Education Update



Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback within 60 days
- IDOE staff completed 12 onsite monitoring visits for implementation of evaluation plans in Sept./early Oct.
- Updated SLO guidance for EL and SPED teachers via evaluation website per HQ Plan in ESEA Waiver
- Presented Evaluation Implementation and Monitoring at IASP New Administrators Academy



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Ongoing Supports

- Districts continuing to receive letters for onsite visits for evaluation plan implementation
- Redesigning the IDOE Evaluation website to be easier for users to navigate and to find resources aligned to and supporting the onsite monitoring plan
- IDOE working with Center for Great Teachers and Leaders and Westat for onsite monitoring resources report, data use plan and internal tracking procedures

A series of five blue silhouettes of people are shown walking up a green, curved hill that represents the top of the slide. From left to right, the silhouettes are: a person sitting on the ground, a person walking, a person walking, a person walking, and a person in a graduation cap and gown.

**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Flexibility Waiver Update

**November 2014
State Board of Education Update**



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback within 60 days
- IDOE staff completed 19 onsite monitoring visits for implementation of evaluation plans in September through early November
- Updated SLO guidance for EL and SPED teachers via evaluation website per HQ Plan in ESEA Waiver
- Presented Evaluation Implementation and Monitoring at IASP New Administrators Academy



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Ongoing Supports

- First Teacher-Leaders meeting set for November 13, 2014
- Districts continuing to receive letters for onsite visits for evaluation plan implementation
- Redesigning the IDOE Evaluation website to be easier for users to navigate and to find resources aligned to and supporting the onsite monitoring plan
- IDOE working with Center for Great Teachers and Leaders and Westat for onsite monitoring resources report, data use plan and internal tracking procedures



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Flexibility Waiver Update

December 2014
State Board of Education Update



**Indiana
Department of Education**
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback within 60 days
- IDOE staff completed 19 onsite monitoring visits for implementation of evaluation plans in September through November
- Redesigned the IDOE Evaluation website to find resources aligned to and supporting the onsite monitoring plan
- First Teacher-Leaders meeting was November 13, 2014



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Ongoing Supports

- Next Teacher Leaders meeting will be set for early 2015
- Districts continuing to receive letters for onsite visits for evaluation plan implementation
- IDOE continues to work with Center for Great Teachers and Leaders and Westat for onsite monitoring resources report, data use plan and internal tracking procedures
- \$30 million school performance grants were disbursed December 5th
- Cohort II of \$2 million Excellence in Performance Grant applications due Dec. 17, 2014

A series of five blue silhouettes of people are shown walking up a green, curved hill that rises from left to right. The silhouettes represent different stages of education: a child sitting on the ground, a person walking, a person walking with a backpack, a person walking with a backpack, and a person in a graduation cap and gown.

**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Flexibility Waiver Update

**January 2015
State Board of Education Update**



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Components Completed

- IDOE staff reviewing all evaluation plans submitted to IDOE through Legal Standard 12 and districts will receive feedback
- IDOE staff completed 28 on-site monitoring visits for implementation of evaluation plans in September through December
- Hired a new Educator Effectiveness Specialist to support LEAs in implementation
- Released \$30 million in School Performance Grants to highly effective and effective teachers
- Released 2013-2014 Staff Performance Evaluation Results per IC 20-28-11.5-9
- Assistant Superintendent attended USDE Waiver meeting in December



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Principle 3 Ongoing Supports

- Next Teacher Leaders meeting will be set for early 2015
- Districts continuing to receive letters for on-site visits for evaluation plan implementation
- IDOE continues to work with Center for Great Teachers and Leaders and Westat for on-site monitoring resources report, data use plan and internal tracking procedures
- Reviewing applications for Cohort II of \$2 million Excellence in Performance Grant applications

2014-2015 Staff Performance Evaluation Plan On-Site Monitoring

Indiana Department of Education

Educator Effectiveness



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

The Indiana Department of Education (IDOE) Review Team will complete this document as a record of the On-Site Review of IC 20-28-11.5 and the No Child Left Behind (NCLB) Flexibility Waiver. This document details the requirements of state. A report will be generated by the IDOE within 30 business days of the visit outlining areas of compliance and areas of needed improvement.

IDOE Staff _____

District Name _____

District Contact and Email _____

Date of Visit _____

Section A: IC 20-28-11.5 Implementation of Staff Performance Plans		
A.1	<p>What staff performance plan did the district implement during the 2013-2014 school year?</p> <p>Evidence</p> <ul style="list-style-type: none"> -RISE or modified RISE -TAP -PAR -Locally developed 	
A.2	<p>What staff performance plan is the district using for the 2014-2015 school year? Did the plan change? If so, what changes were made and how were the changes discussed with all stakeholders?</p> <p>Evidence</p> <ul style="list-style-type: none"> -Stakeholder Committee meetings 	
A.3	<p>Were Staff Performance Evaluations for all certificated employees conducted at least annually?</p> <p>Evidence</p> <ul style="list-style-type: none"> -HR files matching evaluation results (check SPNS to DOE-ER submission) 	
A.4	<p>How were objective measures of student achievement and growth used to significantly inform the evaluation? The objective measures must include:</p> <ul style="list-style-type: none"> (A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments; (B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and (C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments. <p>Evidence</p> <ul style="list-style-type: none"> -Locally adopted assessments; list of subjects and assessment used -Staff SLOs for non-tested subjects -schoolwide measures -student surveys or portfolios 	

	-professional measures	
A.5	<p>What percentage of student growth and achievement are used for each group of teachers, administrators and superintendents?</p> <p>Evidence</p> <ul style="list-style-type: none"> -student achievement and growth percentages for final summative rating for all groups -Evaluation plan and stakeholder meeting agendas 	
A.6	<p>Are all educators observed at least twice throughout the school year?</p> <p>Evidence</p> <ul style="list-style-type: none"> -observation tracking -evidence collections 	
A.7	<p>How were SLOs developed?</p> <p>Evidence</p> <ul style="list-style-type: none"> -agenda from SLO development meetings -SLO tracking document -SLO final end of year document to track progress 	
A.8	<p>Have SLOs been audited to ensure fidelity across all schools?</p> <p>Evidence</p> <ul style="list-style-type: none"> -SLO compliance check -SLO audit documents -SLO tracking documents 	
A.9	<p>What rigorous measures of effectiveness, including observations and other performance indicators, are used in the staff performance evaluations?</p> <p>Evidence</p> <ul style="list-style-type: none"> -Teacher Effectiveness Rubric 	
A.10	<p>How were the annual designations of each certificated employee in one (1) of the following rating categories calculated?</p> <ul style="list-style-type: none"> (A) Highly effective. (B) Effective. (C) Improvement necessary. (D) Ineffective <p>Evidence</p> <ul style="list-style-type: none"> -Summative Ratings Calculation (for teachers in groups 1, 2 & 3), principals and 	

	<p>superintendents</p> <ul style="list-style-type: none"> -DOE-ER Report -Final Summative Evaluation Rating for Superintendent, all administrators and all teachers 	
A.11	<p>Did each certificated employee receive an explanation of the evaluator's recommendations for improvement and the time in which improvement is expected?</p> <p>Evidence</p> <ul style="list-style-type: none"> -feedback tracking documentation -process for tracking improvement -Template for Improvement Plan -HR files for staff with Improvement Necessary and Ineffective 	
A.12	<p>How is negative impact defined for both state assessment teachers and non-state assessment teachers? Does the staff performance plan contain a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective?</p> <p>Evidence</p> <ul style="list-style-type: none"> -Local definition of Negative Impact for all educators(teachers, principals, superintendents) including educators that do not teach in state mandated testing areas 	
Section B: Compliance with IC 20-28-11.5		
B.1	<p>Was the evaluation plan submitted to the IDOE on time?</p> <ul style="list-style-type: none"> • DOE Online submission no later than November 1, 2013 and September 15, 2014 • Was a coversheet completed? <p>Evidence</p> <ul style="list-style-type: none"> -DOE Online submission -Completed coversheet 	
B.2	<p>Did you have staff that were rated Improvement Necessary and Ineffective teachers? How was targeted professional development provided to them?</p> <p>Evidence</p> <ul style="list-style-type: none"> -90 day staff improvement plan 	
B.3	<p>How is feedback being tracked for all educators? How did final evaluation ratings</p>	

	inform school/district professional development? Evidence -tracking document for feedback -PD schedule -strengths/weaknesses tracking of educators	
B.4	Have any students been instructed by a teacher rated ineffective for two consecutive years? Evidence -Notification to parents	
B.5	How did the district provide training to all evaluators? Is the training conducted annually? Evidence -Agendas and PowerPoints from trainings -Ongoing training; inter-rater reliability	
B.6	How did the district leverage the Title II grant toward educator effectiveness? Evidence -Title IIa application program and funds	
B.7	Did anyone file for a private conference with the superintendent after the teacher received the rating of ineffective? Evidence -final DOE-ER report for ineffective -letter to superintendent requesting conference	
B.8	Were any HR decisions made after the final summative scores were calculated? Evidence -HR records of all certificated educators(2 consecutive years of needs improvement or 1 year of ineffective)	
B.9	How can the IDOE help you with staff performance evaluation plan implementation?	
Section C: ESEA Flexibility Waiver		
C.1	Did the district conduct side by side comparison of highly effective and effective teachers to A-F schools in the district? Does the district have a plan to address the distribution of HE/E educators across buildings of like grade levels?	

	<p>Evidence Example: A school with ___% HE/E teachers vs. an F schools with only ___% HE/E teachers -equity distribution plan</p>	
C.2	<p>How did the district review their staff performance final ratings against student and teacher performance? Evidence -Evaluation of staff performance plan -ISTEP+, ECA, Grad Rate scores</p>	
C.3	<p>How does the district evaluate the evaluation plan each year? Did the evaluation result in plan or implementation improvements? Evidence -Evaluation Committee Review -Data Analysis -modified plan or implementation documents</p>	
Section D: Excellence in Performance Grant (if applicable)		
D.1	<p>Did the district receive an Excellence in Performance Grant? If so, how was data collected on the effectiveness of the grant? Evidence -Data reporting stated in grant</p>	
D.2	<p>Did the district file for reimbursement of the funds? Evidence -Reimbursement form</p>	
D.3	<p>How many teachers were awarded funds? Evidence -Tracking of HE and Effective summative scores</p>	
D.4	<p>Were funds awarded as stated in the grant application? Evidence -Tracking of final scores and awards to teachers for performance</p>	
D.5	<p>Did the district meet the goals set in the Excellence in Performance Grant? Evidence -data connected to goals of the grant</p>	
D.6	<p>Did the Excellence in performance grant help retain Highly Effective and Effective</p>	

	teachers? Evidence -school retention rates	
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Corp ID	Corp Name	Pass Both Math and ELA Percent Pass 2014	Pass Both Math and ELA Percent Pass 2013	Pass Both Math and ELA Percent 2012	% of Increase	Ed Eval Plan Type	% of Growth and achievement for Group 1 Teachers	Percentage of HE/E	Corporation Letter Grade
6055	Central Noble Com School Corp	75.7%	69.3%	63.2%	12.5%	Unexpired Contract	Unexpired Contract	N/A	B
1900	Cowan Community School Corp	77.4%	71.6%	65.1%	12.3%	Modified RISE	30	94.44%	A
0370	Flat Rock-Hawcreek School Corp	73.9%	65.9%	61.7%	12.2%	Modified RISE	50	96.67%	A
6825	Randolph Central School Corp	74.7%	70.1%	63.7%	11.0%	Modified RISE	50	96.67%	A
3710	Crothersville Community Schools	79.9%	69.1%	69.1%	10.8%	Unexpired Contract	Unexpired Contract	N/A	B
1895	Liberty-Perry Com School Corp	83.8%	73.3%	73.0%	10.8%	Modified RISE	50	96.30%	A
5520	Shoals Community School Corp	72.1%	69.8%	61.4%	10.7%	Modified RISE	25	93.33%	B
2650	Caston School Corporation	71.3%	70.2%	60.8%	10.5%	Modified RISE	30	93.75%	C
5495	Triton School Corporation	80.3%	85.0%	70.2%	10.2%	Modified RISE	50	94.20%	B
4515	Prairie Heights Com Sch Corp	77.7%	72.2%	67.8%	10.0%	Modified RISE	50	95.50%	A
6900	Jac-Cen-Del Community Sch Corp	83.4%	75.8%	73.6%	9.8%	Modified RISE	50	84.38%	A
3160	Lanesville Community School Corp	82.4%	84.2%	72.6%	9.8%	Modified RISE	50	95.00%	A
2960	M S D Shakamak Schools	71.6%	66.8%	62.0%	9.6%	Locally Created	20	96.77%	B
3190	South Harrison Com Schools	79.2%	73.5%	69.6%	9.6%	Modified RISE	25	88.94%	A
0875	Logansport Community Sch Corp	71.6%	67.9%	62.4%	9.2%	Unexpired Contract	Unexpired Contract	N/A	B
4335	Vincennes Community Sch Corp	73.7%	68.1%	64.6%	9.1%	Modified RISE	33	93.40%	A
6820	Monroe Central School Corp	82.5%	81.5%	73.5%	9.1%	Unexpired Contract	Unexpired Contract	N/A	A
6715	North Putnam Community Schools	77.4%	70.5%	68.4%	9.0%	Modified RISE	15	85.09%	A
4325	South Knox School Corp	85.2%	80.7%	76.4%	8.9%	Locally Created	50	76.62%	A
6630	West Central School Corp	72.3%	66.6%	63.5%	8.8%	Modified RISE	50	81.69%	B
0755	Delphi Community School Corp	82.0%	79.3%	73.2%	8.8%	Modified RISE	50	79.59%	A
7350	Northwestern Com School Corp	80.7%	77.3%	72.1%	8.6%	Modified RISE	50	97.65%	A
5925	M S D Martinsville Schools	78.0%	73.4%	69.5%	8.5%	Unexpired Contract	Unexpired Contract	N/A	A
6910	Milan Community Schools	86.4%	72.1%	77.9%	8.5%	Locally Created	25	90.91%	A
5470	Argos Community Schools	81.7%	80.4%	73.2%	8.5%	Other	15	80.39%	A
4940	South Central Com School Corp	83.3%	78.8%	74.9%	8.5%	Modified RISE	40	100.00%	A
7230	Scott County School District 1	70.9%	65.2%	62.5%	8.4%	Modified RISE	35	100.00%	B
6750	Cloverdale Community Schools	76.1%	73.5%	67.9%	8.2%	Modified RISE	32	95.45%	A
4000	Southwestern-Jefferson Co Con	71.8%	65.5%	63.7%	8.1%	Unexpired Contract	Unexpired Contract	N/A	B
5455	Culver Community Schools Corp	77.3%	72.7%	69.2%	8.0%	Modified RISE	20	89.74%	A
2940	Eastern Greene Schools	73.2%	74.7%	65.2%	8.0%	Modified RISE	20	96.34%	A
4015	Jennings County Schools	77.3%	77.1%	69.7%	7.6%	Locally Created	20	96.21%	B
6600	M S D North Posey Co Schools	89.3%	86.0%	81.8%	7.6%	Modified RISE	25	97.25%	A
5280	Elwood Community School Corp	63.6%	64.0%	56.1%	7.5%	Other	50	84.35%	C
5525	Loogootee Community Sch Corp	77.6%	76.2%	70.3%	7.2%	Modified RISE	25	83.33%	A
2865	Marion Community Schools	61.1%	58.4%	53.9%	7.2%	TAP	50	93.36%	B
7995	Evansville Vanderburgh Sch Corp	67.1%	65.1%	59.9%	7.2%	Unexpired Contract	Unexpired Contract	N/A	C
1910	Yorktown Community Schools	84.7%	79.9%	77.6%	7.2%	Locally Created	20	96.30%	A
4710	School City of Hammond	57.9%	53.1%	50.8%	7.1%	TAP	35	70.68%	C
3180	North Harrison Com School Corp	86.6%	85.3%	79.6%	7.0%	Modified RISE	25	94.78%	A
8010	North Vermillion Com Sch Corp	64.6%	63.3%	57.6%	7.0%	RISE	50	81.25%	B
4225	Franklin Community School Corp	78.9%	75.0%	72.0%	6.9%	Modified RISE	20	93.90%	A
3325	Danville Community School Corp	81.3%	76.7%	74.3%	6.9%	Modified RISE	20	93.21%	A
4670	School City of East Chicago	50.3%	49.9%	43.6%	6.8%	Modified RISE	50	76.10%	D
8115	M S D Warren County	83.7%	77.4%	77.0%	6.7%	RISE	50	100.00%	A
1620	Lawrenceburg Com School Corp	74.1%	70.7%	67.5%	6.7%	Modified RISE	50	99.21%	B
0255	East Allen County Schools	72.2%	66.7%	65.5%	6.7%	Unexpired Contract	Unexpired Contract	N/A	A
3675	Seymour Community Schools	71.6%	66.4%	65.2%	6.4%	Locally Created	20	93.49%	A
5350	M S D Pike Township	66.7%	64.9%	60.4%	6.3%	Modified RISE	25	91.75%	C
7605	Fremont Community Schools	78.5%	76.8%	72.1%	6.3%	RISE	50	91.18%	A
7255	Scott County School District 2	72.1%	70.9%	65.7%	6.3%	Modified RISE	20	97.67%	B
1600	South Dearborn Com School Corp	78.1%	76.8%	71.9%	6.3%	Modified RISE	50	97.27%	B
4315	North Knox School Corp	72.0%	62.9%	65.9%	6.1%	Modified RISE	40	88.24%	A
1315	Barr-Reeve Com Schools Inc	90.5%	88.9%	84.4%	6.1%	Modified RISE	25	100.00%	A
6325	Perry Central Com Schools Corp	78.6%	78.4%	72.7%	5.9%	Modified RISE	30	97.22%	B
1940	Daleville Community Schools	81.4%	81.5%	75.5%	5.9%	Unexpired Contract	Unexpired Contract	N/A	A
7360	Southwestern Com Sch Shelby Co	80.8%	74.5%	74.9%	5.8%	RISE	15	89.80%	A
8525	Frontier School Corporation	80.1%	78.9%	74.3%	5.8%	Modified RISE	45	67.74%	A
4255	Nineveh-Hensley-Jackson United	82.6%	82.1%	76.9%	5.7%	Modified RISE	25	86.51%	A
1125	Clay Community Schools	78.9%	78.5%	73.2%	5.7%	Locally Created	25	93.27%	B
3695	Brownstown Cnt Com Sch Corp	78.8%	72.4%	73.2%	5.7%	Locally Created	15	98.15%	A
4455	Whitko Community School Corp	72.3%	70.5%	66.7%	5.6%	Locally Created	30	96.58%	B
2725	East Gibson School Corporation	78.9%	79.8%	73.3%	5.6%	Modified RISE	30	81.48%	C
4580	Hanover Community School Corp	76.7%	74.4%	71.1%	5.5%	Unexpired Contract	Unexpired Contract	N/A	A
2100	Southeast Dubois Co Sch Corp	91.4%	87.8%	85.9%	5.5%	RISE	35	90.80%	A
4650	Lake Ridge Schools	65.7%	63.5%	60.3%	5.4%	RISE	25	93.33%	C
5370	M S D Washington Township	71.1%	69.3%	65.7%	5.4%	Locally Created	20	94.40%	B
1875	Delaware Community School Corp	81.8%	81.0%	76.4%	5.4%	Modified RISE	40	98.80%	A
5375	M S D Wayne Township	64.4%	58.7%	59.0%	5.4%	Modified RISE	20	96.61%	B
2735	North Gibson School Corp	76.8%	76.9%	71.4%	5.3%	Modified RISE	25	85.71%	B
1180	Rossville Com School District	85.7%	81.2%	80.5%	5.2%	Locally Created	50	90.00%	A
2305	Elkhart Community Schools	64.7%	63.5%	59.5%	5.2%	Locally Created	30	#DIV/0!	B
2435	Attica Consolidated Sch Corp	69.0%	60.5%	63.8%	5.2%	Locally Created	30	98.48%	C
7950	Union Co/Clg Corner Joint Sch Dist	81.8%	76.8%	76.7%	5.1%	Modified RISE	10	93.10%	A
6470	Duneland School Corporation	82.1%	79.0%	77.0%	5.1%	Unexpired Contract	Unexpired Contract	N/A	A
7365	Shelbyville Central Schools	83.8%	80.8%	78.7%	5.0%	Locally Created	50	97.98%	A
1300	Crawford Co Com School Corp	83.9%	85.0%	78.9%	5.0%	Modified RISE	50	89.32%	A
3435	Shenandoah School Corporation	81.4%	75.5%	76.4%	5.0%	RISE	50	97.75%	A
8665	Whitley Co Cons Schools	80.9%	77.8%	73.9%	5.0%	Unexpired Contract	Unexpired Contract	N/A	A
5265	Alexandria Com School Corp	78.3%	73.2%	75.4%	4.9%	Locally Created	40	92.00%	A
2825	Madison-Grant United Sch Corp	76.7%	74.6%	71.8%	4.9%	Unexpired Contract	Unexpired Contract	N/A	B
2275	Middlebury Community Schools	79.9%	77.7%	75.1%	4.9%	Unexpired Contract	Unexpired Contract	N/A	A
2315	Goshen Community Schools	61.0%	59.6%	56.2%	4.8%	Unexpired Contract	Unexpired Contract	N/A	B
4590	River Forest Community Sch Corp	71.1%	63.0%	66.3%	4.8%	Modified RISE	50	93.62%	C
7615	M S D Steuben County	74.7%	75.2%	70.0%	4.7%	RISE	50	90.16%	B
4690	Gary Community School Corp	47.7%	46.1%	43.2%	4.6%	Unexpired Contract	Unexpired Contract	N/A	F
0035	South Adams Schools	85.0%	82.0%	80.5%	4.5%	Locally Created	50	91.18%	A
0615	Western Boone Co Com Sch Dist	83.7%	82.2%	79.2%	4.5%	Modified RISE	25	98.26%	A
3490	Western School Corp	82.7%	80.1%	78.3%	4.5%	Modified RISE	50	94.76%	A
3480	Eastern Howard School Corp	81.1%	80.0%	76.7%	4.4%	Modified RISE	30	98.96%	A
2475	Franklin County Com Sch Corp	70.6%	70.1%	66.3%	4.4%	Locally Created	20	#DIV/0!	B
5705	Richland-Bean Blossom C S C	71.0%	70.4%	66.7%	4.3%	Locally Created	20	93.01%	B
1970	Muncie Community Schools	62.8%	59.1%	58.6%	4.2%	Locally Created	30	83.73%	C
4740	School Town of Munster	85.3%	85.3%	81.1%	4.2%	Unexpired Contract	Unexpired Contract	N/A	A
3145	Eastern Hancock Co Com Sch Corp	75.3%	75.6%	71.2%	4.1%	RISE	50	86.96%	A
0670	Brown County School Corporation	81.8%	74.0%	77.7%	4.1%	Locally Created	25	94.44%	A
5075	North Lawrence Com Schools	70.6%	70.0%	66.6%	4.0%	Modified RISE	15	91.77%	B
1375	North Daviess Com Schools	80.4%	78.2%	76.4%	4.0%	Modified RISE	25	100.00%	A

7525	Knox Community School Corp	64.9%	61.8%	60.9%	4.0% RISE	50	92.65%	B
3415	South Henry School Corp	72.4%	73.3%	68.4%	3.9% Modified RISE	50	92.45%	A
6835	Randolph Eastern School Corp	71.1%	70.6%	67.3%	3.8% Modified RISE	25	93.24%	B
8375	Northeastern Wayne Schools	70.9%	74.3%	67.1%	3.8% Locally Created	50	96.30%	B
7215	Union-North United School Corp	75.2%	73.7%	71.5%	3.7% Modified RISE	50	96.34%	B
5635	Peru Community Schools	77.5%	76.3%	73.9%	3.6% Modified RISE	25	87.86%	A
7855	Lafayette School Corporation	71.9%	75.1%	68.3%	3.6% Modified RISE	10	94.03%	C
5330	M S D Lawrence Township	66.8%	67.1%	63.2%	3.5% RISE	50	95.45%	A
6510	East Porter County School Corp	91.0%	89.2%	87.5%	3.5% Locally Created	30	97.44%	A
5255	South Madison Com Sch Corp	83.8%	81.6%	80.4%	3.4% Modified RISE	20	#DIV/0!	A
6350	Tell City-Troy Twp School Corp	84.8%	82.6%	81.4%	3.4% Modified RISE	20	90.00%	A
4445	Tippecanoe Valley School Corp	72.4%	67.8%	69.0%	3.4% Other	5	96.32%	C
6795	Union School Corporation	78.7%	70.3%	75.3%	3.4% Modified RISE	50	93.33%	C
4680	Lake Station Community Schools	70.4%	71.3%	67.1%	3.3% Unexpired Contract	Unexpired Contract	N/A	B
4945	LaPorte Community School Corp	80.6%	80.9%	77.2%	3.3% Modified RISE	25	98.91%	B
4645	Tri-Creek School Corporation	78.5%	77.4%	75.2%	3.3% Other	20	87.82%	A
0225	Northwest Allen County Schools	86.5%	85.4%	83.1%	3.3% Locally Created	20	93.86%	A
5385	Indianapolis Public Schools	51.6%	51.3%	48.3%	3.3% Modified RISE	40	73.26%	D
7385	North Spencer County Sch Corp	88.7%	88.7%	85.5%	3.2% Modified RISE	20	93.02%	A
8205	Salem Community Schools	72.5%	70.7%	69.3%	3.2% Other	15	96.95%	B
1655	Decatur County Com Schools	76.5%	76.8%	73.3%	3.2% Locally Created	50	95.15%	B
7945	Tipton Community School Corp	78.5%	81.0%	75.4%	3.2% Modified RISE	30	96.61%	C
2260	Baugo Community Schools	68.0%	67.6%	64.9%	3.1% Modified RISE	50	71.30%	B
5855	Crawfordsville Com Schools	75.7%	75.0%	72.6%	3.1% Modified RISE	25	98.49%	B
6865	South Ripley Com Sch Corp	85.0%	85.2%	81.9%	3.1% RISE	50	90.70%	A
2285	Wa-Nee Community Schools	84.7%	82.6%	81.6%	3.1% RISE	50	93.14%	A
7775	Switzerland County School Corp	71.3%	70.8%	68.3%	3.0% Modified RISE	50	89.80%	B
3330	Plainfield Community Sch Corp	88.1%	87.8%	85.2%	3.0% Modified RISE	10	94.18%	A
1835	DeKalb Co CtI United Sch Dist	76.5%	76.4%	73.6%	3.0% Modified RISE	20	#DIV/0!	B
7200	School City of Mishawaka	74.9%	73.3%	72.0%	2.9% Locally Created	40	87.86%	B
5900	Monroe-Gregg School District	70.5%	64.5%	67.6%	2.9% Modified RISE	45	95.92%	B
3445	New Castle Community Sch Corp	76.2%	77.3%	73.3%	2.9% Modified RISE	50	93.62%	B
4730	School City of Hobart	77.2%	75.4%	74.4%	2.9% Other	20	88.43%	A
4720	School Town of Highland	78.5%	76.2%	75.7%	2.8% Unexpired Contract	Unexpired Contract	N/A	A
5300	M S D Decatur Township	67.2%	66.8%	64.4%	2.8% TAP	50	95.80%	C
2950	Linton-Stockton School Corp	75.3%	70.8%	72.5%	2.8% Modified RISE	25	92.77%	A
6590	M S D Mount Vernon	77.1%	78.3%	74.3%	2.8% Modified RISE	25	96.97%	B
4925	Michigan City Area Schools	62.8%	62.4%	60.1%	2.7% Modified RISE	30	73.06%	C
2120	Greater Jasper Con Schs	81.7%	79.7%	79.0%	2.7% Modified RISE	25	97.06%	A
5275	Anderson Community School Corp	60.7%	60.4%	58.1%	2.6% Unexpired Contract	Unexpired Contract	N/A	C
4760	Whiting School City	70.8%	71.0%	68.2%	2.6% RISE	30	88.71%	B
4700	Griffith Public Schools	74.7%	73.2%	72.1%	2.6% RISE	50	80.16%	B
6755	Greencastle Community Sch Corp	74.4%	75.3%	71.9%	2.6% Modified RISE	20	72.79%	B
1405	Washington Com Schools	69.1%	70.4%	66.5%	2.6% Modified RISE	25	87.84%	B
8220	West Washington School Corp	79.9%	84.8%	77.4%	2.5% Modified RISE	15	100.00%	B
1730	Greensburg Community Schools	82.0%	84.0%	79.5%	2.5% RISE	50	96.18%	A
2110	Southwest Dubois Co Sch Corp	81.6%	79.9%	79.1%	2.5% Modified RISE	20	99.07%	A
7515	North Judson-San Pierre Sch Corp	69.3%	70.9%	66.9%	2.5% RISE	50	93.88%	C
8535	Tri-County School Corp	76.9%	77.7%	74.5%	2.4% Locally Created	55	76.12%	B
6995	Rush County Schools	74.8%	73.4%	72.4%	2.4% Unexpired Contract	Unexpired Contract	N/A	B
5945	North Newton School Corp	72.9%	72.5%	70.5%	2.4% RISE	50	91.09%	A
7150	John Glenn School Corporation	75.0%	73.6%	72.6%	2.4% RISE	50	99.10%	A
6520	Porter Township School Corp	78.6%	81.2%	76.2%	2.4% Unexpired Contract	Unexpired Contract	N/A	B
2455	Southeast Fountain School Corp	66.3%	69.6%	64.0%	2.3% Modified RISE	20	96.51%	C
2855	Mississinewa Community School Corp	69.1%	67.9%	66.7%	2.3% Modified RISE	50	92.02%	C
5245	Frankton-Lapel Community Schs	80.4%	77.2%	78.1%	2.3% Unexpired Contract	Unexpired Contract	N/A	A
3625	Huntington Co Com Sch Corp	78.4%	76.0%	76.1%	2.3% Locally Created	50	97.77%	B
3125	Greenfield-Central Com Schools	78.2%	77.7%	75.9%	2.3% Modified RISE	22	96.11%	A
3305	Brownsburg Community Sch Corp	90.5%	89.6%	88.3%	2.2% Modified RISE	50	89.04%	A
5615	Maconaquah School Corp	72.3%	72.1%	70.1%	2.2% Modified RISE	50	91.11%	B
6805	Randolph Southern School Corp	78.3%	78.7%	76.2%	2.1% Locally Created	50	95.12%	C
0235	Fort Wayne Community Schools	68.9%	66.8%	66.9%	2.1% Modified RISE	25	85.60%	B
8305	Nettle Creek School Corp	76.0%	77.2%	73.9%	2.1% Locally Created	33	96.05%	B
8130	Warrick County School Corp	83.8%	82.3%	81.7%	2.0% Modified RISE	30	96.94%	A
2815	Eastbrook Community Sch Corp	78.3%	74.6%	76.3%	2.0% Modified RISE	20	91.96%	B
3070	Noblesville Schools	85.3%	84.0%	83.2%	2.0% Modified RISE	20	95.48%	A
7865	Tippecanoe School Corp	78.4%	78.8%	76.4%	2.0% Locally Created	15	97.21%	B
8020	South Vermillion Com Sch Corp	77.9%	77.6%	75.9%	2.0% RISE	10	97.73%	A
5835	North Montgomery Com Sch Corp	68.1%	66.7%	66.2%	1.9% Modified RISE	25	95.71%	B
0815	Southeastern School Corp	72.8%	71.8%	70.9%	1.9% Unexpired Contract	Unexpired Contract	N/A	B
3945	Jay School Corp	82.8%	81.2%	81.0%	1.8% Modified RISE	40	94.96%	A
2155	Fairfield Community Schools	81.6%	80.9%	79.9%	1.7% Other	50	90.58%	A
0365	Bartholomew Con School Corp	75.4%	71.3%	73.7%	1.7% Locally Created	25	94.37%	A
2980	White River Valley Sch Dist	77.6%	82.7%	76.0%	1.6% Modified RISE	20	62.71%	B
7445	South Spencer County Sch Corp	78.4%	80.5%	76.8%	1.6% Modified RISE	35	90.43%	B
5085	Mitchell Community Schools	72.5%	70.7%	71.0%	1.5% Modified RISE	15	100.00%	C
4600	Merrillville Community School	68.4%	68.5%	66.9%	1.5% Modified RISE	20	92.79%	B
0630	Zionsville Community Schools	92.8%	91.3%	91.3%	1.4% Modified RISE	25	90.37%	A
1160	Clinton Prairie School Corp	77.6%	77.9%	76.1%	1.4% RISE	20	95.65%	B
5380	Beech Grove City Schools	75.1%	72.2%	73.7%	1.4% TAP	50	100.00%	A
6060	East Noble School Corp	70.2%	71.2%	68.9%	1.4% Modified RISE	50	93.57%	C
8360	Centerville-Abington Com Schs	84.3%	84.3%	83.0%	1.4% Locally Created	50	98.10%	B
6705	South Putnam Community Schools	73.6%	68.7%	72.3%	1.3% RISE	50	97.50%	A
4415	Warsaw Community Schools	77.6%	78.5%	76.3%	1.3% Modified RISE	50	94.54%	B
5310	Franklin Township Com Sch Corp	82.8%	81.8%	81.5%	1.3% Locally Created	10	100.00%	A
3135	Mt Vernon Community Sch Corp	78.7%	77.4%	77.5%	1.2% RISE	25	94.95%	A
0515	Blackford County Schools	76.4%	76.6%	75.2%	1.2% Locally Created	20	89.66%	B
6550	Portage Township Schools	80.6%	74.5%	79.5%	1.2% Locally Created	20	95.60%	A
6460	M S D Boone Township	83.9%	85.4%	82.8%	1.1% Unexpired Contract	Unexpired Contract	N/A	B
2395	Fayette County School Corp	76.7%	75.1%	75.6%	1.1% Modified RISE	25	94.49%	A
4615	Lake Central School Corp	80.0%	79.7%	78.9%	1.1% Modified RISE	25	93.41%	A
3785	Kankakee Valley School Corp	76.7%	77.0%	75.6%	1.0% Modified RISE	50	#DIV/0!	A
3005	Hamilton Southeastern Schools	87.9%	88.5%	86.9%	1.0% Locally Created	25	100.00%	A
4145	Clark-Pleasant Com School Corp	83.8%	85.3%	82.9%	1.0% Modified RISE	40	86.56%	A
3030	Westfield-Washington Schools	87.2%	86.5%	86.3%	0.9% Locally Created	15	90.91%	A
3115	Southern Hancock Co Com Sch Corp	81.8%	82.3%	80.9%	0.9% Modified RISE	10	98.13%	A
3025	Hamilton Heights School Corp	78.1%	78.0%	77.2%	0.9% RISE	25	95.34%	B
3295	North West Hendricks Schools	89.1%	90.9%	88.2%	0.9% Modified RISE	50	90.18%	A
1560	Sunman-Dearborn Com Sch Corp	82.6%	80.0%	81.8%	0.8% Modified RISE	50	97.90%	A
5340	Perry Township Schools	72.2%	70.9%	71.4%	0.7% TAP	25	84.87%	A
3815	Rensselaer Central School Corp	74.5%	68.4%	73.8%	0.7% Modified RISE	50	94.53%	B

6620	Eastern Pulaski Com Sch Corp	85.5%	82.3%	84.8%	0.7% Modified RISE	15	95.12%	A
7645	Northeast School Corp	65.1%	63.8%	64.4%	0.7% Modified RISE	15	64.44%	C
7175	Penn-Harris-Madison Sch Corp	87.6%	87.9%	86.9%	0.7% Modified RISE	30	97.79%	A
5620	North Miami Community Schools	75.6%	79.9%	74.9%	0.7% Modified RISE	20	100.00%	B
6260	Southwest Parke Com Sch Corp	65.7%	67.0%	65.1%	0.6% Modified RISE	50	90.00%	C
4915	Tri-Township Cons School Corp	81.2%	81.2%	80.6%	0.6% RISE	50	87.88%	A
8050	M S D Wabash County Schools	71.0%	69.0%	70.4%	0.6% Modified RISE	33	83.33%	B
2270	Concord Community Schools	69.7%	69.6%	69.2%	0.6% Locally Created	30	96.02%	C
7205	South Bend Community Sch Corp	59.1%	59.7%	58.6%	0.5% Locally Created	34	83.93%	C
0940	West Clark Community Schools	71.7%	71.5%	71.2%	0.5% Unexpired Contract	Unexpired Contract	N/A	B
8030	Vigo County School Corp	72.1%	71.3%	71.6%	0.5% Modified RISE	25	98.91%	B
8435	Northern Wells Com Schools	82.6%	81.3%	82.1%	0.5% Locally Created	25	99.35%	A
6065	West Noble School Corporation	66.2%	64.2%	65.7%	0.5% Modified RISE	20	97.25%	C
3060	Carmel Clay Schools	93.0%	93.0%	92.6%	0.4% Modified RISE	20	95.44%	A
3315	Avon Community School Corp	85.3%	85.8%	84.9%	0.4% Modified RISE	20	93.66%	A
3455	C A Beard Memorial School Corp	71.1%	70.5%	70.7%	0.4% Modified RISE	50	78.02%	C
4535	Lakeland School Corporation	64.3%	65.8%	63.9%	0.4% RISE	50	87.01%	C
5995	South Newton School Corp	77.3%	78.5%	76.9%	0.4% Other	50	83.33%	C
5625	Oak Hill United School Corp	80.2%	78.4%	79.9%	0.3% Modified RISE	25	97.27%	A
6195	Spencer-Owen Community Schools	72.9%	74.5%	72.6%	0.3% Modified RISE	35	95.57%	B
2920	Bloomfield School District	77.9%	79.7%	77.7%	0.2% RISE	50	92.31%	A
2765	South Gibson School Corp	80.8%	80.9%	80.6%	0.2% Modified RISE	50	93.08%	A
5930	Mooreville Con School Corp	77.7%	78.4%	77.5%	0.2% Locally Created	50	DNR	A
6560	Valparaiso Community Schools	84.8%	84.8%	84.8%	0.1% Unexpired Contract	Unexpired Contract	N/A	A
8625	Smith-Green Community Schools	75.4%	76.9%	75.4%	0.0% Unexpired Contract	Unexpired Contract	N/A	B
4805	New Prairie United School Corp	79.7%	80.5%	79.7%	0.0% Locally Created	30	98.52%	B
3335	Mill Creek Community Sch Corp	84.7%	88.0%	84.8%	-0.1% Modified RISE	50	91.67%	A
5740	Monroe County Com Sch Corp	77.5%	77.6%	77.6%	-0.1% Unexpired Contract	Unexpired Contract	N/A	A
3500	Kokomo School Corporation	59.1%	61.5%	59.2%	-0.1% Locally Created	25	90.89%	D
5845	South Montgomery Com Sch Corp	80.1%	78.2%	80.2%	-0.1% Modified RISE	10	95.62%	B
6895	Batesville Community Sch Corp	88.8%	89.4%	89.1%	-0.2% Modified RISE	20	97.95%	A
4245	Greenwood Community Sch Corp	79.0%	77.9%	79.3%	-0.3% Modified RISE	30	97.45%	A
0125	M S D Southwest Allen County Schls	84.4%	85.1%	84.8%	-0.4% Locally Created	10	94.07%	A
0015	Adams Central Community Schools	84.1%	85.4%	84.5%	-0.5% RISE	40	98.96%	A
7285	Shelby Eastern Schools	72.4%	75.3%	72.9%	-0.5% Unexpired Contract	Unexpired Contract	N/A	C
4660	Crown Point Community Sch Corp	87.3%	88.6%	87.8%	-0.5% Locally Created	50	94.47%	A
5485	Plymouth Community School Corp	76.1%	79.3%	76.7%	-0.6% Modified RISE	20	94.94%	B
6080	Rising Sun-Ohio Co Com	73.2%	70.8%	73.8%	-0.6% Modified RISE	50	94.74%	C
1010	Greater Clark County Schools	68.8%	69.6%	69.6%	-0.7% Unexpired Contract	Unexpired Contract	N/A	C
7875	West Lafayette Com School Corp	92.1%	91.1%	92.8%	-0.7% Locally Created	25	92.16%	A
0395	Benton Community School Corp	72.1%	71.7%	72.9%	-0.8% Modified RISE	20	98.54%	C
0665	Lebanon Community School Corp	77.3%	75.1%	78.1%	-0.8% Modified RISE	30	90.94%	A
0025	North Adams Community Schools	76.5%	76.1%	77.3%	-0.8% Modified RISE	25	DNR	B
2040	Northeast Dubois Co Sch Corp	79.2%	75.8%	80.1%	-0.8% Locally Created	10	100.00%	A
4525	Westview School Corporation	77.8%	76.5%	78.6%	-0.9% RISE	50	96.23%	A
4215	Edinburgh Community Sch Corp	72.4%	75.5%	73.3%	-0.9% Modified RISE	50	89.55%	C
5360	M S D Warren Township	64.2%	65.3%	65.2%	-1.1% Locally Created	10	95.26%	C
4860	M S D of New Durham Township	70.4%	71.2%	71.6%	-1.2% Unexpired Contract	Unexpired Contract	N/A	C
6530	Union Township School Corp	82.4%	85.3%	83.8%	-1.3% Modified RISE	50	100.00%	A
7715	Southwest School Corp	76.7%	76.8%	78.1%	-1.4% Modified RISE	15	99.05%	B
8565	Twin Lakes School Corp	74.8%	76.2%	76.3%	-1.5% Modified RISE	40	95.24%	B
7495	Oregon-Davis School Corp	62.9%	68.4%	64.5%	-1.5% TAP	30	73.47%	D
8385	Richmond Community Schools	67.2%	68.5%	68.8%	-1.5% RISE	50	86.80%	B
8045	Manchester Community Schools	75.4%	76.7%	77.0%	-1.6% RISE	25	83.33%	C
2400	New Albany-Floyd Co Con Sch	77.3%	78.3%	78.9%	-1.7% Locally Created	38	96.78%	B
1000	Clarksville Com School Corp	61.9%	65.0%	63.7%	-1.8% TAP	50	69.89%	C
5400	School Town of Speedway	80.4%	78.4%	82.2%	-1.8% RISE	50	94.78%	A
3995	Madison Consolidated Schools	68.2%	68.4%	70.2%	-2.0% Modified RISE	15	94.25%	C
0775	Pioneer Regional School Corp	75.6%	78.3%	77.6%	-2.1% Unexpired Contract	Unexpired Contract	N/A	B
6160	Springs Valley Com School Corp	76.4%	77.3%	78.4%	-2.1% Modified RISE	25	100.00%	B
3640	Medora Community School Corp	51.6%	48.4%	53.8%	-2.1% Locally Created	47	87.50%	D
8215	East Washington School Corp	73.5%	76.6%	75.7%	-2.2% RISE	10	80.00%	B
2645	Rochester Community Sch Corp	76.5%	80.7%	78.8%	-2.3% Locally Created	30	100.00%	B
4205	Center Grove Com Sch Corp	84.0%	86.0%	86.3%	-2.4% Locally Created	35	96.54%	A
1820	Garrett-Keyser-Butler Com	66.4%	66.2%	68.8%	-2.4% Unexpired Contract	Unexpired Contract	N/A	B
4345	Wawasee Community School Corp	69.9%	66.1%	72.3%	-2.4% Unexpired Contract	Unexpired Contract	N/A	B
8515	North White School Corp	75.7%	79.5%	78.3%	-2.6% Modified RISE	50	75.81%	C
8445	M S D Bluffton-Harrison	75.5%	83.8%	78.2%	-2.7% Modified RISE	20	82.14%	B
3405	Blue River Valley Schools	67.7%	71.9%	70.4%	-2.7% RISE	50	89.09%	C
6155	Paoli Community School Corp	68.0%	70.7%	71.1%	-3.1% RISE	50	95.19%	C
8060	Wabash City Schools	69.4%	70.5%	72.9%	-3.5% Modified RISE	25	79.81%	C
2440	Covington Community Sch Corp	76.7%	75.2%	80.2%	-3.5% RISE	50	100.00%	A
6445	Pike County School Corp	70.0%	76.8%	73.7%	-3.7% RISE	50	98.17%	C
5910	Eminence Community School Corp	59.1%	62.1%	63.6%	-4.5% RISE	50	63.41%	C
1805	DeKalb Co Eastern Com Sch Dist	65.6%	68.7%	70.2%	-4.7% Modified RISE	50	92.93%	B
6145	Orleans Community Schools	69.3%	71.0%	74.6%	-5.3% Modified RISE	25	98.36%	B
3055	Sheridan Community Schools	69.5%	75.7%	75.5%	-6.0% Modified RISE	25	96.30%	B
1885	Wes-Del Community Schools	73.3%	79.0%	80.7%	-7.4% Modified RISE	40	97.06%	B
8425	Southern Wells Com Schools	75.5%	82.2%	83.1%	-7.6% RISE	20	96.61%	C
3460	Taylor Community School Corp	63.7%	68.1%	71.3%	-7.7% Unexpired Contract	Unexpired Contract	N/A	C
3470	Northwestern School Corp	74.3%	79.7%	82.1%	-7.8% RISE	50	81.67%	B
5480	Bremen Public Schools	72.5%	72.4%	80.6%	-8.1% Other	25	95.00%	B
0750	Carroll Consolidated Sch Corp	72.8%	78.2%	82.1%	-9.3% Locally Created	40	87.01%	C
1150	Clinton Central School Corp	68.1%	73.6%	77.6%	-9.5% Locally Created	20	93.10%	B
6340	Cannelton City Schools	57.8%	69.2%	67.8%	-10.0% RISE	50	85.71%	D
7935	Tri-Central Community Schools	57.9%	68.2%	68.0%	-10.1% Unexpired Contract	Unexpired Contract	N/A	C
8355	Western Wayne Schools	67.7%	79.4%	78.3%	-10.6% Locally Created	20	86.67%	C
1170	Community Schools of Frankfort	50.3%	54.7%	61.2%	-10.9% Modified RISE	25	93.63%	D
7610	Hamilton Community Schools	60.6%	73.4%	72.9%	-12.3% Unexpired Contract	Unexpired Contract	N/A	D



EVALUATION GUIDANCE: NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.5-4 (c) A plan must include the following components:

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

IC 20-28-11.5-8 To implement this chapter, the state board shall adopt rules that establish standards that define actions that constitute a negative impact on student achievement.

Regulations

511 IAC 10-6-4 (c) Negative impact on student learning shall be defined as follows:

- (1)** For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.
- (2)** For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.
- (d)** The department will provide guidance to districts on the best selection of assessments.

Indiana law required the State Board of Education (SBOE) to adopt rules that established standards to define actions that constitute a negative impact on student achievement. These standards apply to teachers with Indiana Growth Model data and teachers of non-tested subjects. This document provides guidance on integrating the definitions of negative impact on student achievement and growth into locally developed staff performance evaluation systems.

NEGATIVE IMPACT ON STATEWIDE ASSESSMENTS

Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth. The department will calculate negative impact for all teachers with Indiana Growth Model data. The determination of negative impact is based on two key variables:

- 1. Mean ISTEP+ scale score** – ISTEP+ scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next.
- 2. Median student growth percentile** - The median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

The criteria for both variables must be met in order for a teacher to be identified as negatively impacting student learning. This rigorous requirement supports an accurate identification of negative impact and protects against statistical anomalies.

For example, if a teacher's students' mean ISTEP+ scale score decreases by 15 scale points or more from one year to the next AND the teacher's students' median student growth percentile is 15 or below, then the teacher is identified as having a negative impact on student learning.

IF (year 1 mean) – (year 2 mean) ≥ 15 AND (year 2 median) ≤ 15 THEN negative impact

The calculation of these cut scores is based on data collected over the 2011-2012 school year. The department will refine these values as additional data become available.

NEGATIVE IMPACT ON LOCALLY SELECTED ASSESSMENTS (non-tested subjects)

School corporations are required to define negative impact on student learning for teachers who do not have data from the Indiana Growth Model. Although the SBOE provides flexibility in how negative impact is defined for locally selected assessments, definitions need to address three key areas:

1. **Academic standards** – the subject or content standards teachers are responsible for teaching.
2. **Demonstration of mastery**–the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
3. **Significant number of students** – the number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning. The IDOE recommends at least 10 students be assigned to a specific teacher.

Local definitions of negative impact on student learning should be based on the objective measures of student achievement and growth selected for use in teachers’ performance evaluation systems. Criteria for the three key areas mentioned above should be defined as teachers and administrators collaborate to set expectations for student learning and teacher performance at the beginning of each school year.

The criteria that define negative impact on student learning for teachers of non-tested subjects should be as rigorous as those that define negative impact on student learning for teachers with Indiana Growth Model data.

Example 1: Kindergarten – 2nd Grade Teacher

Teacher(s): Kindergarten, 1st Grade, 2nd Grade

Pre-Work: Step 1	Approved Assessment	Assessment: <i>mCLASS</i>		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 (<i>Green on Fall mCLASS</i>) Medium – 7 (<i>Yellow on Fall mCLASS</i>) Low – 3 (<i>Red on Fall mCLASS</i>)		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student’s level decreases.</i>	<i>At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student’s level decreases.</i>	<i>At least 4 of 10 red or yellow students increase one color level between the fall and spring test. Almost no student’s level decreases.</i>	<i>Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.</i>
Negative Impact	<i>Less than 3 students increase one color level and/or 7 students decrease in level between the fall and spring test.</i>			

Example 2: 5th or 7th Grade Social Studies Teacher

Teacher(s): 5th or 7th Grade Social Studies Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: Social Studies ISTEP+		
	Approved Mastery Score	Score: Pass		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 15 Low - 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.	At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.	At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.	Fewer than 12 out of 23 students achieve a Pass or Pass + on the Social Studies ISTEP+ Assessment.
Negative Impact	Fewer than 11 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.			

Example 3: Elementary Music Teacher

Teacher(s): Elementary Music Education Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: Teacher Created Rubric Assessment		
	Approved Mastery Score	Score: 6 out of 9 Rubric Points		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium - 12 Low - 4		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.	At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.	At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.	Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.
Negative Impact	Fewer than 12 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.			

Example 4: Elementary English Language Learner

Teacher(s): *Elementary English Language Learner (ELL)*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>LAS Links Assessment</i>		
	Approved Mastery Score	Score: <i>Maintain or increase proficiency level, depending on starting point.</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>1 student at Proficiency Level 4</i> Medium - <i>3 students at Proficiency Level 3</i> Low – <i>4 students at Proficiency Level 1 or 2</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i>
Negative Impact	<i>Fewer than 2 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i>			

INCLUSION IN SUMMATIVE RATING

Teachers and administrators should have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle, as well as the procedures by which a teacher's rating will be adjusted if he or she is identified as negatively impacting student learning. A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of effective or highly effective. The final evaluation rating will either be improvement necessary or ineffective and will depend on the combination of all measures included in the performance evaluation.



**Indiana
Department of Education**
Glenda Ritz, Superintendent of Public Instruction

MEMORANDUM

TO: Superintendent
FROM: Sarah Pies, Educator Effectiveness Specialist
DATE: January 9, 2015
RE: Review of Staff Performance Evaluation Plan

Accreditation Legal Standard 12 requires each public school corporation to provide the Indiana Department of Education a copy of the district’s entire staff performance evaluation plan by September 15 of each year. IDOE staff recently completed a basic statutory compliance check of all staff performance evaluation plans submitted through DOE Online for Accreditation Legal Standard 12 to comply with Indiana’s ESEA Flexibility Waiver.

Below you will find a chart of the requirements of IC 20-28-11.5 and an indication of any of those requirements the DOE reviewers could not find in the plan submitted by your corporation. We are seeking clarification from you so that we can accurately report your plan’s compliance. Please respond to eel@doe.in.gov by February 20, 2015 with clarification if the requirements noted as not found in your plan are actually included. Please state the page number(s) in your plan where each requirement can be found. This may involve sending an updated coversheet to match the requirements with page numbers of the plan. Please feel free to provide any additional explanation you think is appropriate.

Annual Evaluations			
Requirement	Statute	Found in Plan	Did Not Find In Plan
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	X	
Requirements	Statute	Found in Plan	Did Not Find In Plan
Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)		X-not found for principals and superintendents
Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	X	

Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	X	
Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	X	

Rigorous Measures of Effectiveness			
Requirements	Statute	Found in Plan	Did Not Find In Plan
Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	X	

Designation in Rating Category			
Requirements	Statute	Found in Plan	Did Not Find In Plan
A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	X	
A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	X	
All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	X	

Evaluation Feedback			
Requirements	Statute	Found in Plan	Did Not Find In Plan
Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	X	

Evaluators			
Requirements	Statute	Found in Plan	Did Not Find In Plan
Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	X	



Indiana Department of Education

Glenda Ritz, Superintendent of Public Instruction

Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	X	
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	X	

Feedback and Remediation Plans			
Requirements	Statute	Found in Plan	Did Not Find In Plan
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	X	
Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	X	
Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	X	
Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	X	

Instruction Delivered by Teachers Rated Ineffective			
Requirements	Statute	Found in Plan	Did Not Find In Plan
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	X	
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	X	



**Indiana
Department of Education**

Glenda Ritz, Superintendent of Public Instruction

MEMORANDUM

TO: Superintendent

FROM: Sarah Pies, Educator Effectiveness Specialist

DATE: March 31, 2014

RE: Review of Local Salary Schedules from 2013-2014

The 2011 Indiana General Assembly established new requirements for local school district salary schedules in IC 20-28-9-1.5, effective 7/1/12. The IDOE contracted with Administrator Assistance to review the local salary schedules submitted to IEERB for 2013-2014. The project team included seven former school administrators who reviewed more than 200 salary schedules over the past three months. As a result of that review, several salary schedules were identified that appear to have provisions that are not in statutory compliance or for which we need additional information to make a determination; your district's schedule was one of those.

Below you will find a chart indicating those area(s) in which your schedule appears not to be in compliance. We are seeking clarification so if your plan is compliant we can include that in our report to the State Board of Education in April. Please respond to Sarah Pies, spies@doe.in.gov, by April 14, 2014 if you feel that your salary schedule is in compliance and include the page number(s) from your contract where the compliant language is found. Please feel free to provide any additional explanation you think is appropriate and relevant as we prepare to report findings to the State Board of Education at its next meeting.

Legal Requirements of IC 20-28-9-1.5		
	In Compliance	Not in Compliance
A local salary scale must include a combination of two or more factors to determine stipends or salary increments, increases, or raises. Select which of the following four factors your corporation selected to include in your salary schedule: a. Experience and/or education b. Performance evaluation results c. Assignment of instructional leadership roles d. The academic needs of students in the school corporation	x	
A teacher's experience, education, or combination of the two may account for no more than 33% of the calculation used to determine a stipend or salary increase, increment, or raise.		x
Cannot allocate any stipend or salary raise, increment, or increase in the following year to teachers rated ineffective or improvement necessary by an evaluation conducted under IC 20-28-11.5.	x	



MEMORANDUM

TO: State Board of Education

FROM: Sarah Pies, Educator Effectiveness Specialist

DATE: April 28, 2014

RE: Review of Local Salary Schedules from 2013-14

The 2011 Indiana General Assembly established new requirements for local school district salary schedules at IC 20-28-9-1.5, effective 7/1/12 (attached). In addition to specifying certain elements for salary schedules, the statute requires the IDOE to collect and post local salary schedules on the department's internet website (<http://www.doe.in.gov/improvement/educator-effectiveness/compensation-systems>) and to review the schedules and report noncompliance to the State Board of Education. The statute further states that the SBOE shall take "appropriate action" to ensure compliance; "appropriate action" is not defined or explained. Ensuring compliance is complicated by the timing of the collection and review of the salary schedules: the Indiana Education Employment Relations Board (IEERB) and IDOE do not receive contracts and salary schedules until local districts have settled and ratified their collection bargaining agreements (CBA); consequently, the DOE review and report to the SBOE occurs after salary schedules are in place.

The first review and report on compliance of salary schedules from the 2012-13 school year took place in the summer of 2013. The review was conducted at a high level in consultation with IEERB and resulted in identification of common errors found in local compensation plans. Those "common errors to avoid" were posted on the DOE compensation web page as guidance to districts in developing subsequent salary schedules. During fall 2013, the DOE undertook a more in depth review of local salary schedules contained in contracts for the 2013-14 or 2013-15 school years. The department contracted with Administrator Assistance to conduct a review of 207 compensation models/ salary schedules that were submitted to IEERB and the department. The Administrator Assistance team for this project had 250 years of combined experience in education, a majority of that experience working with contracts and compensation issues as principals, superintendents and school business managers. The project team members were familiar with the compensation law and had experience developing successful compensation plans.

The review by Administrator Assistance utilized the Salary Scale Compliance Checklist developed by the department in consultation with the IEERB, which includes both statutory requirements and recommended practices that could provide clarity to local compensation plans. In determining

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whether a plan was compliant, the DOE only considered statutory requirements. As could be expected with any first time detailed review, there were challenges for all parties; ambiguous statutory language, lack of definition of terms and differences in interpretation, and wide variations in format, degree of detail and language used in agreements made definitive judgments about districts' compliance difficult. Those challenges are noted in the observations and recommendations in the project team's report, which is attached.

The perceived overarching purposes of IC 20-28-9-1.5 are to ensure that performance –teacher and student--is driving compensation and that effective and highly effective teachers are being rewarded. The results of this detailed review of local salary schedules support a conclusion that those perceived purposes of the law are being achieved and that throughout the state districts have made a good faith effort to comply. For those districts whose compliance the vendor questioned, DOE staff made direct contact to gather additional details and clarification in order to complete this report. In a few districts the schedule language is ambiguous, but operationally the schedule was compliant as implemented. Those districts have plans to adopt clearly compliant language when they next bargain. We are still seeking clarification from one district whose superintendent has been unavailable. As a result of the DOE's efforts at clarification, we found:

- 99% of salary schedules reviewed included a combination of two or more of the factors specified in IC 20-28-9.1.5(b).
- 99% of salary schedules reviewed clearly stated that salary increases or increments could not be allocated in the following year to teachers rated ineffective or improvement necessary by an evaluation under IC 20-28-11.5.
- 99.5% of salary schedules using education and/or experience as a factor clearly provided that a teacher's experience, education or combination of the two may account for no more than 33% of the calculation used to determine a stipend or salary increase or increment (IC 20-28-9-1.5(b)(1)).

All districts reviewed will receive a memo from DOE indicating our opinion on compliance status.

As noted above, because IC 20-28-9 does not include definitions or guidance on several key terms, districts have defined and interpreted them differently. For example, "salary," "increase," "leadership," "content area," and "academic needs of students," do not have consistent meanings across districts and plans. Compensation plans also vary greatly in format, degree of detail and whether statutory requirements are assumed or expressly repeated as terms of the salary schedule. These local variations resulted in some ambiguity and less definitive data on initial review than was originally anticipated, but they also pointed out areas where additional guidance, both legislative and administrative, could assist schools with compliance. Ultimately, determinations of statutory compliance and statutory interpretation of IC 20-28-9-1.5 are the responsibility of the judicial system.

Included with this memo is the final report from Administrator Assistance from the 207 compensation models/salary schedules reviewed. The report includes general observations and considerations and specific recommendations to improve the responses/data from school corporations going forward. The Office of Educator Effectiveness is considering specific recommendations and we will continue to work with school corporations to assist them in understanding the requirements of the law; DOE staff is currently revising the Compensation Checklist with input from the Administrator Assistance project team and creating additional guidance for our web site. We will also continue to consult with IEERB to ensure DOE's guidance is in concert with IEERB's guidance.