INDIANA UNIVERSITY

INTASS Teacher Appraisal System: Evidence of Implementation Fidelity

Ansaldo, J., Cole, S., Murphy, H., Robinson, J.

Version 1.0

Introduction and Purpose:

The primary purpose of the INTASS Evidence of Implementation (IEI) instrument is to assist school districts in assessing the fidelity of implementation of their teacher evaluation system. It is based on the components of the INTASS Teacher Evaluation Plan Rubric It is designed to be used with districts that have a teacher evaluation plan that is aligned to the INTASS Rubric.

The Evidence of Implementation tool is to be completed by the district leadership team (at least 3 individuals) with the support of a trained INTASS facilitator. The tool is typically completed in the spring or summer in preparation for fall implementation of an action plan.

Prior to launching into the administration of the IEI, the following should be in place:
1. District leadership team agrees to administration and the commitment of time.
2. INTASS facilitator guides assembly of relevant documents. These may include: 1) Data sources to inform IEI assessment; 2) Previously completed IEI forms and/or data from previous IEI if applicable; 3) Blank copies of the IEI (paper or electronic) accessible to all respondents

Given the importance of the process and the complexity of the items, the anticipated duration to complete the IEI is three to four hours. Exact times will depend on number of individuals participating and the familiarity of the team with the instrument and the process. The first implementation of the IEI typically takes more time than later administrations.

    a. A district completing their first IEI, or doing an IEI to build an initial Action Plan should plan on up to four hours to complete the IEI. If more time is needed, it is recommended that a follow-up meeting is scheduled

    b. A district completing an IEI to assess current status and (1) with a team that has already done the IEI in the past, and (2) with an active action plan the district should plan on the IEI taking two hours.

Outcomes:

1. Summary report with "total score," "sub-scale scores" and "item scores"
2. An action plan that includes immediate and short term activities to improve district capacity.

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Scoring Key Definitions:

Meets Criterion	*All dimensions of the rubric component are adhered to and there is clear evidence to support this.*	*2 points*
Partially meets Criterion	*Some dimensions of the rubric component are in place and/or initiated and there is some evidence to support this.*	*1 point*
Does not meet Criterion	*None of the dimensions of the rubric component have been initiated or meets criterion.*	*0 points*
Please note: The stakeholder survey (in bold) is required as evidence but should not be used as the only source of evidence. District evidence could include other documents, presentations and processes. Examples are provided in the measure column. The stakeholder survey will be designed, collected and analyzed by INTASS.		

Plan Component	INTASS Rubric Language	Measures (Observed and documented evidence)	Criterion Scoring (0=Does not meet criterion; 1= Partially meets criterion; 2=Meets criterion)	Score (0-2)
1.0 Intent and Philosophy/Belief Statements	The intent and philosophy of the teacher evaluation system has been agreed upon through a collaborative discussion process.	• **Stakeholder survey** • Meeting minutes		
	Belief statements have been clearly communicated to all stakeholders.	• **Stakeholder survey** • Meeting minutes • Evaluation plan document • Printed copies distributed to evaluators and teachers • Memoranda • District website		
	The belief statements guide the district decision-making and operations.	• **Stakeholder survey** • District HR communications. • Official documents		

Plan Component		INTASS Rubric Language	Measures	Criterion Scoring	Score (0-2)
			(Observed and documented evidence)	(0=Does not meet criterion; 1= Partially meets criterion; 2=Meets criterion)	
2.0 Strategic Communication Plan					
	2.1 Communication structures	Structures are in place and used to ensure timely communication of all aspects of the district's teacher evaluation plan including the rational, purpose, progress and details of the district's plan.	• **Stakeholder survey** • District website • Memoranda from district leadership		
		Information is frequently updated, at least yearly.	• **Stakeholder survey** • District website • Memoranda from district leadership		
		Community stakeholders are provided key information on the district's evaluation system.	• District website • Mailings to parents • Newspaper publications		
		The oversight committee monitors the effectiveness of the communication system.	• Meeting observation • Meeting minutes		

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2.2 Process for stakeholder feedback	Multiple formats (e.g. online comments, town meetings, surveys etc) at all levels of the district are in place to ensure stakeholder feedback.	• Document review • Meeting agenda with leadership including board and principals		
	The district regularly solicits feedback from key stakeholders on the effectiveness and efficiency of the teacher evaluation system.	• **Stakeholder survey** • Official documents • Board meeting and Principal meeting agenda		
	The feedback is used to inform changes and revisions to the system.	• Meeting observation • Meeting minutes • Revised plan documents. • Staff memoranda		
	There is a culture in the district that supports and encourages honest feedback on the evaluation system.	• **Stakeholder survey** • Oversight committee agenda • District meeting agenda • School staff meeting agenda • End of year board report		
3.0 Legislative Components	All legislative requirements are a part of the evaluation system and are clearly understood by all staff.	• **Stakeholder survey** • State compliance documents		

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4.0 Process for Classroom Observations/Walk-throughs				
4.1 High Quality Teacher Performance Rubric	A quality observation rubric is used that meets the criteria for a research based, comprehensive observation tool.	• Evaluation plan document • Official documents • Evaluation plan • District Rubric		
	The rubric is in use for all appropriate personnel who directly or indirectly support teaching and learning.	• Evaluation plan		
	Teachers and their evaluators were involved in the selection/development of the rubric.	• **Stakeholder survey** • Meeting minutes • Meeting agenda		
	The rubric clearly describes components of ineffective and effective teaching that allow for clear feedback to improve teaching and learning.	• District Rubric		
	Teachers are provided training on the elements of the observation tool and demonstrate fluency with the rubric elements.	• **Stakeholder survey** • Official documents		

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			(Observed and documented evidence)	(0=Does not meet criterion; 1= Partially meets criterion; 2=Meets criterion)	
	4.2 Evaluators	Written procedures clearly identify selection criteria for evaluators.	• Official documents • Evaluation plan		
		Evaluator roles and responsibilities are clearly defined and communicated.	• **Stakeholder survey** • District memoranda • HR documents, policies, and procedures		
		Written procedures clearly describe who will evaluate teachers.	• **Stakeholder survey** • Official documents		
	4.3 Observation Timeline and Procedures	The district has procedures and documents for clearly and comprehensively communicating in written detail all aspects of the observation process including, 1) the number of annual observations required, 2) how observations will be scheduled including pre conference planning and post conference review, 3) the length and number of observations, 4) the purpose and delivery of observation feedback including time parameters for providing it, and 5) how the observation data will be recorded.	• Official documents • Evaluation plan		
		Procedures clearly outline how the observations will factor into the ratings process.	• Evaluation plan • Official documents		
		Training is provided for all stakeholders on the timelines and procedures.	• **Stakeholder survey** • Official documents • Presence of training in district professional development calendar • Employee satisfaction surveys on training effectiveness		

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	4.4 Evidence	The teacher evaluation process includes procedures for submitting evidence and the criteria for evidence.	• Evaluation plan • Official documents		
		The district encourages teachers to influence the ratings process through the use of additional evidence.	• **Stakeholder survey** • Annual reviews of district evaluation plan implementation		
		Teacher portfolio information containing instructional artifacts are included as part of annual review.	• **Stakeholder survey** • Official documents • Annual review of district evaluation plan implementation		
		The process encourages collegial discussions of evidence.	• **Stakeholder survey** • School and district level meeting agenda • Oversight committee meeting agenda • District rubric for evidence criteria distributed to relevant staff		

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4.5 Pre and Post Conferences	Both pre and post conferences are held with teachers.	• **Stakeholder survey** • Evaluation plan • Official documents • District plan implementation monitoring records		
	Procedures and materials are used and training is provided.	• **Stakeholder survey** • Official documents		
	The purpose of the conferences is clearly communicated and understood by all teachers.	• **Stakeholder survey** • School level plan implementation meetings		
	The conferences are used to engage the evaluator and teacher in a reflective dialogue focused on continual growth and improvement.	• **Stakeholder survey** • School level plan implementation meetings • Goal setting documents • Professional development plans		
	The conferences support positive, interactive relationship between the evaluator and teacher.	• **Stakeholder survey** • School level plan		

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	4.6 Evaluator Training	Evaluators have received quality training based on the INTASS Standards for Evaluator Knowledge and Skill: 1) Communicating the purpose and intent of teacher evaluation, 2) Building a Trusting Relationship, 3) Gathering and Interpreting Evidence of Teachers' Professional Practice, 4) Working with Student Learning Measures, 5) Providing Feedback, and 6) Planning Professional Development.	• **Stakeholder survey** • Official documents • Evaluator training present in district calendar of professional development options		
		The professional development is ongoing and supports a continuous refinement and understanding of the tools, measures and standards of the evaluation system.	• **Stakeholder survey** • Official documents • Annual calendar of professional development options		
		Evaluators meet regularly to engage in ongoing dialogue with constant focus on the purpose and intent of a quality evaluation system.	• **Stakeholder survey** • Meeting minutes • Agenda from district leadership team meetings		
		The district requires evaluator training with certification and renewal training.	• Official documents • Evaluation plan • Professional development calendar includes evaluator training • Training survey to assess effectiveness of training		
		The oversight committee reviews data around inter-rater reliability, implementation consistency, individual and system anomalies, aberrations, etc., provide yearly, initial, ongoing, and culminating training experiences for evaluators.	• **Stakeholder survey** • Meeting minutes • Meeting agenda		

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	4.7 Fidelity of Implementation	Procedures exist to determine whether the observation process occurred as planned.	• Official documents • Evaluation plan • Annual report of plan implementation • Meeting agenda		
		The system creates a dynamic, organic supervision relationship through brief, unannounced walk-throughs that are part of a continuous conversation of classroom instruction with the teacher.	• **Stakeholder survey** • Oversight committee meeting agenda • Evaluator meeting agenda • Official documents		
		Multiple observations across multiple instructional activities and lessons are clearly recorded.	• Observation schedules		
		A system is in place to monitor all aspects of the evaluation process to ensure consistency and to allow resolution of differences in a fair and equitable fashion.	• Human Resources Procedures printed and distributed • Human Resources procedures available on line • Oversight committee agenda and minutes • Building level staff meeting agenda and minutes		
		The system employs statistical analyses of observations and ratings to determine and improve inter-rater reliability and professional development.	• Document review • Meeting agenda from oversight committee meetings • Meeting agenda from district leadership meetings		

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	4.8 Meaningful dialogue and feedback	The process includes feedback with guidelines and training for evaluators and teachers in order to promote reflection and increase teacher efficacy.	• **Stakeholder survey** • Professional development calendar includes evaluator training • Training survey to assess effectiveness of training • Official documents		
		Teachers use the observation tool for self-evaluation, rating themselves and engaging in a reflective dialogue with their evaluator(s).	• **Stakeholder survey** • Official documents		
		The observation process encourages teachers to engage in collegial discussion with colleagues using additional data.	• **Stakeholder survey** • School and district meeting agendas • School and district meeting minutes		
		Feedback and dialogue between teachers and evaluators take place in both formal and informal settings, at scheduled and non-scheduled times.	• **Stakeholder survey**		
5.0 Weights of Measures		With the exception of legislative mandates, all teachers have similar weights assigned to selected measures and student learning data significantly informs a teachers rating, from 30-50%.	• Official documents • Evaluation plan		

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6.0 Clear timelines/Protocols	Timelines and protocols for all aspects of the teacher evaluation plan are clearly delineated and outlined in a formal agreement between the administration and teachers' association.	• Evaluation plan • Formal agreement		
	The formal agreement has been clearly communicated to all stakeholders and is reviewed annually by the oversight committee.	• **Stakeholder survey** • Meeting minutes		
	There is teacher certainty about the timelines and protocols.	• **Stakeholder survey**		
7.0 System for Measuring Student Learning				
7.1 Multiple Measures	Multiple measures that include a combination of published and locally developed assessments are used systematically and efficiently for fair and accurate determinations of student learning in the evaluation process.	• Official documents • Evaluation plan		
	One of the measures includes student feedback.	• Evaluation plan • Student feedback data		

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	7.2 Criteria for Selection and Development of Measures	Assessments have 1) validity and reliability, 2) instructional sensitivity, 3) objectivity and 4) are efficiently and effectively administered, scored and interpreted.	• Assessment documents • Stakeholder interviews/survey		
		There is a well-documented system being used that communicates the criteria for developing/selecting, administration and interpretation, and use of assessment results in the appraisal process.	• Official documents • District leadership minutes		
		The analysis of classroom growth trends is the conceptual basis for determining growth ratings.	• Official documents • Evaluation plan		
	7.3 Process for Selection and Development of Measures	Assessments are selected and/or developed in a consistent and comprehensive fashion with a communicated systematic process.	• Official documents • **Stakeholder survey**		
		Stakeholders collaboratively develop/select assessments with clearly articulated standards aligned within and across grade levels and content areas, tested and non-tested areas and unique personnel.	• **Stakeholder survey** • Official documents • Meeting minutes		
		Issues of measurement and assessment appropriateness, comparability, reliability, and validity, are clearly articulated and communicated so that all stakeholders understand the interrelationships of the different measures with student learning.	• **Stakeholder survey**		

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8.0 System for Collecting, Reporting and Storing Data					
	8.1 Infrastructure	The infrastructure collects, interprets, tracks and communicates teacher performance and student performance data, informs stakeholders and guides professional development.	• Official documents • Data documents • Observation of data system		
		Data is warehoused in a secure, integrated repository.	• Official documents • Observation of data system		
		Users can access and manipulate the data for greater insight for improving instruction for individual or groups of students.	• **Stakeholder survey** • Official documents		
		The data system links teachers to individual student data.	• Official documents • Observation of data system		
	8.2 Data Validation	The district ensures "clean" data: 1) Data represent the actual student(s) response and is assigned to student performance by a teacher; 2) Scores represent the score from the student and the classroom it is attributed to; 3) Computations are reviewed for accuracy; 4) Process is in place to ensure accuracy in handling the data; 5) All teacher appraisal data are stored in a central location; 6) Data system ensures student and teacher confidentiality. Stakeholders are trained to use the system.	• **Stakeholder Survey** • Data system • Evaluation plan • Official documents		
Plan Component		**INTASS Rubric Language**	**Measures**	**Criterion Scoring**	**Score**

			(Observed and documented evidence)	(0=Does not meet criterion; 1= Partially meets criterion; 2=Meets criterion)	(0-2)
	8.3 Data Reporting	Evaluation data is mined to show results at all levels.	• Data system • Official data reports • Observation of Oversight Committee		
		There is ease of use for report generation. The data system is user friendly. Teachers can extrapolate and use data to inform instruction.	• **Stakeholder survey** • Observation of data system		
	8.4 Assessment Security and Procedures	The District uses clear guidelines to address assessment security and testing procedures. These guidelines outline the standards and procedures for securing student test data including a process for investigating any complaints of inappropriate testing practices or testing irregularities, including consequences of a violation.	• Evaluation plan • Official documents		
		These guidelines are communicated to all appropriate staff at least annually.	• **Stakeholder survey**		
9.0 Converting Measure Scores to Summative Teacher Ratings		Calculations necessary to convert the scores of all measures to the appropriate state ratings are being used.	• Evaluation plan • Official forms		
		Forms that clearly show how the scores and calculations have been made and converted to a final summative rating are used consistently across the district.	• **Stakeholder survey** • Official documents • Observation		

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10.0 Oversight Process	An oversight process is in place and an oversight committee meets quarterly. Composition includes representatives from the central office team, administrators, and teachers and is representative of grade level spans, content areas, data management and human resources.	• Evaluation plan • Official documents • List of members		
	The committee uses systematic data to review ongoing implementation concerns, resolve implementation issues, identify anomalies and inconsistencies at the individual and system level, plan for improvements in the evaluation system, and review all evaluation materials.	• Meeting minutes • Meeting agendas • District calendar		
	The work of this committee is reported back to the evaluators and teachers in the district in a timely and continuous manner.	• **Stakeholder survey**		

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11.0 Professional Development	Evaluation results are used to identify individual, school, and district-wide needs; identify district priorities; target professional learning; gauge teacher growth; and identify potential master teachers who could serve as mentors to new teachers.	• **Stakeholder survey** • Official documents		
	Plans of assistance are clear and specific and identify the standards and elements for improvement.	• Official HR documents		
	Outcomes of PD activities are evaluated regularly to determine if efforts have improved teacher practice.	• **Stakeholder survey** • PD evaluations		
	There exists a culture in which the purpose of teacher evaluations is for continued growth and improvement.	• **Stakeholder survey**		
	Training has been provided to all teachers on all aspects of the district's teacher evaluation system.	• **Stakeholder survey** • Professional development calendar includes evaluator training • Training survey to assess effectiveness of training		

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12.0 Forms	Forms are being used for all aspects of the teacher evaluation system.	• **Stakeholder survey** • Evaluation plan • Observation		
	These forms are easy to use, convey important formative and summative feedback to the teacher and create a profile of teacher effectiveness for individual teachers.	• **Stakeholder survey** • Document review		
	The forms were developed collaboratively between teachers and administrators and have been clearly communicated to all stakeholders.	• **Stakeholder survey** • Meeting minutes		
	Stakeholders have been trained on their use.	• **Stakeholder survey** • Official documents		

Please note that each plan component is scored by dividing the sum of the score(s) by the number of rubric items in the plan component.
The overall rubric value is computed by dividing the sum of the score of each section by the number of sections.

Summary Scores **Mean =Sum/12**	1= ___ /3	2= ___/8	3= ___/1	4= ___/34	5= ___/1
	6= ___/3	7= ___/8	8= ___/9	9= ___/2	10= ___/3
	11= ___/5	12=___/4			

0-.5 = Poor Implementation	.51-.69 = Inadequate Implementation	.70 - .84 = Adequate Implementation	.85-1 = High Implementation