



INDIANA UNIVERSITY

The INTASS Teacher Evaluation Plan Rubric

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Version 2.0



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Dear Colleagues,

The Indiana Teacher Appraisal and Support System (INTASS) was established to assist school districts in effectively responding to Indiana's broad and ambitious reform of principal and teacher evaluation. Using a framework for planning based upon three guiding concepts and seven principles, INTASS created a planning process to ensure school districts not merely comply with the law, but rather, construct high quality systems that can help to improve teaching and learning.

INTASS uses a field-tested rubric in a collaborative process that recognizes the importance of district and school culture and climate in the successful implementation of change. It incorporates key decision points in the evaluation of teachers and the assessment of student learning to help districts develop and implement high quality teacher evaluation plans. The INTASS process incorporates the concepts of **Equity, Effectiveness and Efficiency** as fundamental to the development of high quality evaluation systems. **Equity** ensures a system that is fair to teachers and guarantees the opportunity for all students to benefit. **Effectiveness** in the system optimizes instructional excellence and academic achievement and provides teachers with high quality feedback for professional growth and the improvement of instruction. **Efficiency** ensures that the system is designed for consistent, comprehensive and manageable implementation in transparent and predictable ways.

These concepts guide a planning process to develop an evaluation system defined by the seven principles below:

1. *Fair and accurate evidence-based evaluations about the teaching and learning process.*
2. *Valid assessments of student growth.*
3. *Multiple measures to determine student learning.*
4. *Productive professional dialogue among teachers and administrators to ensure continuous improvement.*
5. *Methods and strategies to increase stakeholder confidence.*
6. *Procedures to address anomalies and inconsistencies in the implementation process.*
7. *Collegial decision-making and support for all stakeholders.*

These fundamental concepts and seven principles of the INTASS process form the basis for developing high quality teacher evaluation systems and are essential components in the INTASS teacher evaluation system rubric. We believe the rubric can support districts to 1) Develop high quality evaluation systems; 2) Monitor implementation of their evaluation systems; 3) Inform professional development and other teacher supports; 4) Assess the effectiveness of teacher evaluation systems and 5) Revise and improve evaluation systems with valid and reliable data. It is our hope that this rubric becomes a document that encourages professional conversations and collegial planning among all stakeholders.

Respectfully,
Hardy R. Murphy, Ph.D.
Sandi Cole, Ed.D.

Introduction and Purpose:

The primary purpose of the INTASS Teacher Evaluation Plan Rubric is to assist school districts in developing and implementing high quality teacher evaluation systems using the essential components of the INTASS teacher evaluation system rubric. The essential components, reached at the “Highly Effective” level, will help to ensure that a district has the capacity to facilitate building-level implementation that will have a direct effect on the success of their district teacher evaluation plan.

The Specific Purposes of the rubric are:

1. Develop high quality evaluation systems;
2. Monitor implementation of their evaluation systems;
3. Inform professional development and other teacher supports;
4. Assess the effectiveness of teacher evaluation systems and
5. Revise and improve evaluation systems with valid and reliable data.

Intended Participants

The INTASS Rubric is completed by a district leadership team (at least 3 individuals) with the support of a trained INTASS facilitator. School districts just launching efforts to develop teacher evaluation plans may use the rubric to guide the planning and development process. Districts that have been actively engaged in efforts to improve the capacity of the district to implement high quality teacher evaluation plans may choose to use the INTASS Rubric to conduct a “gap analysis” of their current plan, to build action plans and to assess if action plan efforts are being effective.

Preparation for Administration

Prior to launching the administration of the INTASS Rubric, the following should be in place:

1. District leadership team agrees to administration and the commitment of time.
2. Trained Facilitator guides the assembly of documents that will inform the use of the INTASS rubric: These may include: 1) Data sources to inform the “gap analysis” using the INTASS rubric; 2) Previously completed INTASS rubric forms if applicable; 3) Blank copies of the INTASS Rubric and scoring document (paper or electronic) accessible to all respondents

Timeframe for Completion

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

- a. A district using the INTASS rubric for the first time and using the data from the INTASS Rubric “gap analysis” to build an initial Action Plan should plan on up to two days to complete the process. If more time is needed, it is recommended that a follow-up meeting is scheduled
- b. A district using the INTASS rubric to assess current status and (1) the team has already done the DCA in the past, and (2) has an active action plan can plan on the process taking up to one day.

Outcomes

1. Summary report with identified areas of need.
2. Action plan that includes immediate and short-term activities.

INTASS Teacher Evaluation System Rubric

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
1.0 Intent and Philosophy/Belief Statements	<ul style="list-style-type: none"> • Philosophy, purpose and belief statements have been agreed upon. • A collaborative discussion process was used that included input from all stakeholders. • The belief statements have been clearly communicated to stakeholders. • The belief statements guide the district decision-making and operations. 	<ul style="list-style-type: none"> • Philosophy, purpose and belief statements have been agreed upon. • A collaborative discussion process was used that included input from all stakeholders. • The belief statements have been clearly communicated to stakeholders. 	<ul style="list-style-type: none"> • Purpose and philosophy of the teacher evaluation system have been discussed. • There are no belief statements. 	<ul style="list-style-type: none"> • Purpose and philosophy of the teacher evaluation system have not been discussed. • There are no belief statements.
2.0 Strategic Communication Plan				
<div style="border-right: 1px solid black; padding-right: 5px;"> 2.1 <i>Communication structures</i> </div>	<ul style="list-style-type: none"> • Structures are in place and used to ensure timely communication of all aspects of the district's teacher evaluation plan. • Communication includes the rationale, purpose, progress and details of the district's plan. • Information is frequently updated. • The oversight committee monitors the effectiveness of the communication system. • Community stakeholders have been provided key information on the district's evaluation system. 	<ul style="list-style-type: none"> • Structures are in place and used to ensure timely communication of all aspects of the district's teacher evaluation plan. • Communication includes the rationale, purpose, progress and details of the district's plan. • Information is frequently updated. • The oversight committee monitors the effectiveness of the communication system. 	<ul style="list-style-type: none"> • Structures are in place to ensure timely communication of all aspects of the district's teacher evaluation plan. • Information is rarely updated. 	<ul style="list-style-type: none"> • There are no structures in place to communicate aspects of the district's teacher evaluation system.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
<p>2.2 <i>Process for stakeholder feedback</i></p>	<ul style="list-style-type: none"> Multiple formats at all levels of the district are in place to ensure stakeholder feedback. The district regularly solicits feedback from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. The feedback is used to inform changes and revisions to the system. There is a culture in the district that supports and encourages honest feedback on the evaluation system. 	<ul style="list-style-type: none"> Multiple formats are in place to ensure stakeholder feedback. The district regularly solicits feedback from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. The feedback is not used consistently to inform changes or revisions to the teacher evaluation system. 	<ul style="list-style-type: none"> Multiple formats are not in place to ensure stakeholder feedback. The district rarely solicits information from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. The feedback is rarely used to inform changes and revisions to the system. 	<ul style="list-style-type: none"> Stakeholder feedback is not solicited on the effectiveness and efficiency of the teacher evaluation system.
<p>3.0 Legislative Components</p>	<ul style="list-style-type: none"> All legislative requirements are a part of the evaluation system. All staff can articulate the requirements. 	<ul style="list-style-type: none"> All legislative requirements are a part of the evaluation system. 	<ul style="list-style-type: none"> Some of the legislative requirements are a part of the evaluation system. 	<ul style="list-style-type: none"> The legislative requirements are not evident in the evaluation system.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
4.0 Process for Classroom Observations				
4.1 <i>High Quality Teacher Evaluation Rubric</i>	<ul style="list-style-type: none"> A quality evaluation rubric is in place. The rubric meets the criteria for a research-based, comprehensive observation tool. The rubric is in use for all personnel who directly or indirectly support teaching and learning. The rubric clearly describes components of ineffective and effective teaching that allow for clear feedback to improve teaching and learning. Teachers have been provided training on the elements of the observation tool and demonstrate fluency with the rubric elements. Teachers and their evaluators were involved in the selection, development and/or incorporation of the rubric in the evaluation plan. 	<ul style="list-style-type: none"> A quality evaluation rubric is in place. The rubric meets the criteria for a research-based, comprehensive observation tool. The rubric is in use for all personnel who directly or indirectly support teaching and learning. The rubric clearly describes components of ineffective and effective teaching that allow for clear feedback to improve teaching and learning. Teachers have been provided training on the elements of the observation tool. 	<ul style="list-style-type: none"> An evaluation rubric is in place. The rubric does not meet the criteria for a research-based, comprehensive observation tool. The rubric does not clearly describe components of ineffective and effective teaching. 	<ul style="list-style-type: none"> There is not an evaluation rubric in place.
4.2 <i>Evaluators</i>	<ul style="list-style-type: none"> Written procedures clearly identify selection criteria for evaluators. Written procedures clearly describe who will evaluate teachers. Evaluator roles and responsibilities are clearly defined and communicated. 	<ul style="list-style-type: none"> Written procedures clearly identify selection criteria for evaluators. Written procedures clearly describe who will evaluate teachers. 	<ul style="list-style-type: none"> There is some evidence that the district has selection criteria for evaluators. There are no procedures that describe who will evaluate teachers. 	<ul style="list-style-type: none"> There is no evidence the district has developed procedures/criteria for selecting evaluators and informing teachers.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
<p>4.3 <i>Observation Timeline and Procedures</i></p>	<ul style="list-style-type: none"> The district has procedures and documents for clearly and comprehensively communicating in written detail all aspects of the observation process. The observation process includes: 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. Procedures clearly outline how the observations will factor into the ratings process. Training is provided for all stakeholders on the timelines and procedures. 	<ul style="list-style-type: none"> The district has procedures and documents for clearly and comprehensively communicating in written detail all aspects of the observation process The observation process includes: 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 role of observation feedback including time parameters for providing it, and 5) how the observation data will be recorded. Procedures clearly outline how the observations will factor into the ratings process. 	<ul style="list-style-type: none"> The district has procedures and documents that outline/describe some but not all of the necessary aspects of the observation process. No procedures exist for monitoring teacher or evaluator understanding. 	<ul style="list-style-type: none"> The district has not developed procedures and documents for communicating the timelines and procedures for the teacher evaluation process.
<p>4.4 <i>Evidence</i></p>	<ul style="list-style-type: none"> The teacher evaluation process includes procedures for submitting evidence. The teacher evaluation process includes clearly defined criteria for evidence. The district encourages teachers to influence the rating process through the use of additional evidence. Teacher portfolio information containing instructional artifacts are included as part of annual review. Evidence demonstrates effective implementation of all applicable district initiatives. The process encourages collegial discussions of evidence. 	<ul style="list-style-type: none"> The teacher evaluation process includes procedures for submitting evidence. The teacher evaluation process includes clearly defined criteria for evidence. The district encourages teachers to influence the rating process through the use of additional evidence. Teacher portfolio information containing instructional artifacts is allowed as part of annual review. Evidence demonstrates effective implementation of all applicable district initiatives. 	<ul style="list-style-type: none"> The observation process allows teachers to bring additional evidence to inform their annual review. However, it is not encouraged. Procedures and criteria do not exist Evidence is used sporadically and inconsistently among teachers. 	<ul style="list-style-type: none"> The observation process does not allow for teachers to bring additional evidence to inform the annual review.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
4.5 <i>Pre and Post Conferences</i>	<ul style="list-style-type: none"> • Both pre and post conferences are required and held with teachers. • The purpose of the conferences is clearly communicated and understood by all teachers. • Procedures and materials are developed and training is provided. • The conferences are used to engage the evaluator and teacher in a reflective dialogue focused on continual growth and improvement. • The conferences support the positive, interactive relationship between the evaluator and teacher. 	<ul style="list-style-type: none"> • Both pre and post conferences are required and held with teachers. • The purpose of the conferences is clearly communicated and understood by all teachers. • Procedures and materials are developed and training is provided. • The conferences are focused on continual growth and improvement. 	<ul style="list-style-type: none"> • Conferences occur inconsistently across the district. • The purpose of the conferences is not communicated or understood by teachers. • Procedures and materials do not exist and training is not provided. 	<ul style="list-style-type: none"> • No pre and post conference procedures exist and conferences rarely occur. • There is no clear understanding of the purpose of conferences in the teacher evaluation process.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
<p>4.6 <i>Evaluator Training</i></p>	<ul style="list-style-type: none"> • 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. • The professional development is ongoing and supports a continuous refinement and understanding of the tools, measures and standards of the evaluation system. • The district requires evaluator training with certification and renewal training. • Evaluators meet regularly to engage in ongoing dialogue with constant focus on the purpose and intent of a quality evaluation system. • Oversight committee data around inter-rater reliability, implementation consistency, and individual and system anomalies provide yearly, initial, ongoing, and culminating training experiences for evaluators. 	<ul style="list-style-type: none"> • Evaluators have received quality training based on the INTASS evaluator training standards: 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. • The professional development is ongoing and supports a continuous refinement and understanding of the tools, measures and standards of the evaluation system. • The district requires evaluator training and renewal training. 	<ul style="list-style-type: none"> • Evaluators have received one to two days of training on the elements of the observation tool only. • The district requires evaluator training. 	<ul style="list-style-type: none"> • There is no requirement for evaluator training and evaluators have received little or not training.

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<p>4.7 <i>Fidelity of Implementation</i></p>	<ul style="list-style-type: none"> • Procedures exist to determine whether the observation process occurred as planned. • The observation process includes records to determine if implementation standards were followed. • Materials for ensuring/monitoring the implementation and development of an evidence-based, comprehensive instructional picture are part of the plan. • The use of multiple observations, announced and unannounced, by multiple observers are clearly recorded. • Observations across multiple instructional activities and lessons are clearly recorded. • 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. • 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. • The system employs statistical analyses of observations and ratings to determine and improve inter-rater reliability and professional development. 	<ul style="list-style-type: none"> • Procedures to determine whether the observation process occurred as planned exist. • The observation process includes records to determine if implementation standards were followed. • Materials for ensuring/monitoring the implementation and development of an evidence-based, comprehensive instructional picture are part of the plan. • The use of multiple observations, announced and unannounced, by multiple observers are clearly recorded. • Observations across multiple instructional activities and lessons are recorded. • 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. • 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. 	<ul style="list-style-type: none"> • Procedures to determine whether the observation process occurred as planned exist but are not used consistently. • Observations are not across multiple instructional activities and lessons. • Implementation standards do not exist. 	<ul style="list-style-type: none"> • Materials and procedures do not exist for ensuring/monitoring implementation. • Implementation standards do not exist. • The observation process is inconsistent and not evidence based. • Observations are done in an inconsistent manner.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
<p>4.8 <i>Meaningful dialogue and feedback</i></p>	<ul style="list-style-type: none"> The process includes feedback with guidelines and training for evaluators and teachers in order to promote reflection and increase teacher efficacy. Teachers use the evaluation tool for self-evaluation, rating themselves and engaging in reflective dialogue with their evaluator(s). The observation process encourages teachers to engage in collegial discussion with colleagues using additional data. Feedback and dialogue between teachers and evaluators take place in both formal and informal settings, at scheduled and non-scheduled times. 	<ul style="list-style-type: none"> The process includes feedback with guidelines and training for evaluators and teachers in order to make the feedback useful. Teachers use the evaluation tool for self-evaluation, rating themselves and engaging in reflective dialogue with their evaluator(s). The observation process encourages teachers to engage in collegial discussion with colleagues using additional data. 	<ul style="list-style-type: none"> The process does not include feedback with guidelines and training for evaluators and teachers for meaningful feedback. Feedback is often only “one way”, and there is rarely any formal or informal opportunity for dialogue among teachers or between teachers and evaluators. 	<ul style="list-style-type: none"> The observation process does not provide guidelines and training to facilitate or encourage meaningful feedback between teachers and administrators.
<p>5.0 Weights of Measures</p>	<ul style="list-style-type: none"> With the exception of legislative mandates, all teachers have similar weights assigned to selected measures. Student learning data significantly informs a teachers rating, from 30-50%. 	<ul style="list-style-type: none"> With the exception of legislative mandates, all teachers have similar weights assigned to selected measures. Student learning data informs a teachers rating, from 30-50%. 	<ul style="list-style-type: none"> Teachers do not have similar weights assigned to selected measures. Student learning data informs a teachers rating at less than 30% 	<ul style="list-style-type: none"> There is no evidence that the district has clearly defined weights for measures used for a teacher’s evaluation rating. Student learning data informs a teachers rating at less than 30%

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
6.0 Clear timelines/Protocols	<ul style="list-style-type: none"> • 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. • The formal agreement has been clearly communicated to all stakeholders and is reviewed annually by the oversight committee. • There is teacher certainty about the timelines and protocols. 	<ul style="list-style-type: none"> • 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. • This agreement has been communicated to all stakeholders. • There is teacher certainty about timelines and protocols. 	<ul style="list-style-type: none"> • Timelines and protocols are not clearly delineated and outlined. • There is no formal agreement between the administration and teachers association. 	<ul style="list-style-type: none"> • There are not clear timelines or protocols specified or communicated in evaluation documents.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective	
7.0 System for Measuring Student Learning					
	<p><i>7.1 Multiple Measures</i></p>	<ul style="list-style-type: none"> 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. One of the measures includes student feedback. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Multiple measures are used but not in an efficient and systematic manner and/or do not include a combination of published and locally developed assessments. 	<ul style="list-style-type: none"> A single assessment is used to determine student learning.
	<p><i>7.2 Criteria for Selection and Development of Measures</i></p>	<ul style="list-style-type: none"> Assessments have 1) validity and reliability, 2) instructional sensitivity, 3) objectivity and 4) are efficiently and effectively administered, scored and interpreted. There is a well-documented system that communicates the criteria for development/selecting, administration and interpretation, and use of assessment results in the evaluation process. The analysis of classroom growth trends is the conceptual basis for determining growth ratings. 	<ul style="list-style-type: none"> Assessments have 1) validity and reliability, 2) instructional sensitivity, 3) objectivity and and 4) are efficiently and effectively administered, scored and interpreted. 	<ul style="list-style-type: none"> Assessments have 1) validity and reliability, 2) instructional sensitivity, 3) objectivity but there is no system to efficiently and effectively administer, score and interpret. 	<ul style="list-style-type: none"> Assessments do not have 1) validity and reliability, 2) instructional sensitivity, 3) objectivity and there is no system to efficiently and effectively administer, score and interpret.

Plan Component		Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>7.3 Process for Selection and Development of Measures</i>	<ul style="list-style-type: none"> Assessments are selected and/or developed in a consistent and comprehensive fashion with a communicated, systematic process. 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. 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. 	<ul style="list-style-type: none"> Assessments are selected and/or developed in a consistent and comprehensive fashion with a communicated, systematic process. 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. 	<ul style="list-style-type: none"> Assessments are selected and/or developed with minimal stakeholder involvement. There is little articulation with standards, little or no alignment within and across grade levels and content areas, tested and non-tested areas and unique personnel. 	<ul style="list-style-type: none"> Assessments are individually developed/selected without evidence of a process including clearly articulated standards and a system-wide approach. There is no alignment for ensuring consistency and quality in use within and across grade levels and content areas.
8.0 System for Collecting, Reporting and Storing Data					
	<i>8.1 Infrastructure</i>	<ul style="list-style-type: none"> The infrastructure has the capability to collect, interpret, track and communicate teacher and student performance data, inform stakeholders and guide professional development. Data is warehoused in a secure, integrated repository. The system allows users to access and analyze the data for greater insight for improving instruction for individual or groups of students. The data system allows the district to link teachers to individual student data. The selection of the infrastructure was done collaboratively with IT personnel, teachers and administrators. 	<ul style="list-style-type: none"> The infrastructure has the capability to collect, interpret, track and communicate teacher and student performance data, inform stakeholders and guide professional development. Data is warehoused in a secure, integrated repository. The system allows users to access and analyze the data for relevant individual, school and district analysis of student assessment results. The data system allows the district to link teachers to individual student data. 	<ul style="list-style-type: none"> The infrastructure has the capacity to collect, interpret, track and communicate teacher and student performance data, inform stakeholders and guide professional development. The system does not allow users to access and analyze the data for relevant individual, school and district analysis of students' assessment results. 	<ul style="list-style-type: none"> There is an absence of any infrastructure or the infrastructure has limited capabilities to collect, interpret, track and communicate teacher performance and student performance data, inform stakeholders, and guide professional development.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
8.2 <i>Data Validation</i>	<ul style="list-style-type: none"> Protocols are in place to ensure “clean” data: 1) Data represent the actual student responses and are assigned to student performance by a teacher; 2) Scores represent the student and/or classroom performances to which they are attributed; 3) Computations are reviewed for accuracy; 4) Process is in place to ensure accuracy in handling the data; 5) All teacher evaluation data are stored in a central location; 6) Data system ensures student and teacher confidentiality. Stakeholders are trained to use the system. 	<ul style="list-style-type: none"> Protocols are in place to ensure “clean” data: 1) Data represent the actual student responses and is assigned to student performance by a teacher; 2) Scores represent the student and/or classroom performances to which they are attributed; 3) Computations are reviewed for accuracy; 4) Process is in place to ensure accuracy in handling the data. 5) All teacher evaluation data are stored in a central location; 6) Data system ensures student and teacher confidentiality. 	<ul style="list-style-type: none"> Protocols do not address all of the components to ensure “clean” data exist. The system is missing one or more components in ensuring clean data. 	<ul style="list-style-type: none"> Systems or protocols do not exist for validating the accuracy of teacher and student data.
8.3 <i>Data Reporting</i>	<ul style="list-style-type: none"> Evaluation data can be mined to show results at all levels. There is ease of use for report generation. The data system is user friendly. Teachers are trained to extrapolate and use data to inform instruction. 	<ul style="list-style-type: none"> Evaluation data can be mined to show results at all levels. There is ease of use for report generation. The data system is user friendly. 	<ul style="list-style-type: none"> The data system allows for basic reports to be generated. The system does not allow the data to be mined at all levels and analyzed for useful reports. 	<ul style="list-style-type: none"> The data system does not allow users to extrapolate data for reports.
8.4 <i>Assessment Security and Procedures</i>	<ul style="list-style-type: none"> The district has clear guidelines that 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, and stipulate the consequences of a violation. These guidelines are communicated to all appropriate staff at least annually. 	<ul style="list-style-type: none"> The district has clear guidelines that 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, and stipulate the consequences of a violation. 	<ul style="list-style-type: none"> The district has developed some guidelines that address assessment security but they are not clear and specific and have not been communicated to all appropriate staff. 	<ul style="list-style-type: none"> The district has not developed any guidelines or procedures that address assessment security.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
9.0 Converting Measure Scores to Summative Teacher Ratings	<ul style="list-style-type: none"> Forms have been developed that are used consistently across the district and that clearly show how the scores and calculations have been made and converted to a final summative rating. Clear directions exist for making the calculations necessary to convert the scores of all measures to the teacher summative ratings. 	<ul style="list-style-type: none"> Forms have been developed that are used consistently across the district to show how the scores and calculations have been made and converted to a final summative rating. 	<ul style="list-style-type: none"> Forms have been developed but are not being used across the district. It is not clear how calculations of scores on measures convert to summative ratings. 	<ul style="list-style-type: none"> The district has not developed forms for teacher summative ratings.
10.0 Oversight Process	<ul style="list-style-type: none"> An oversight process is in place. Composition of the oversight committee includes representatives from the central office team, administrators and teachers, and is representative of grade level spans, content areas, data management and human resources. Systematic data is used throughout the year. The team meets regularly to review and resolve ongoing implementation concerns, identify anomalies and inconsistencies at the individual and system level, plan for improvements in the evaluation system, and review all evaluation materials. The work of this committee is reported back to the evaluators and teachers in the district in a timely and continuous manner. 	<ul style="list-style-type: none"> An oversight process is in place. Composition of the oversight committee includes role specific administrators who will meet with representatives from the teachers to review and discuss planning and implementation on a regular basis. Systematic data is used throughout the year. The team meets regularly to review and resolve ongoing implementation concerns, identify anomalies and inconsistencies at the individual and system level, plan for improvements in the evaluation system, and review all evaluation materials. This process is predominantly an administrative rather than collegial function. 	<ul style="list-style-type: none"> An oversight process is in place. Composition of the oversight committee includes only district administrators. The team does not meet on a regular basis and does not use systematic data. 	<ul style="list-style-type: none"> There is not an oversight committee or process in place.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
11.0 Professional Development	<ul style="list-style-type: none"> 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. Plans of assistance are clear and specific and identify the standards and elements for improvement. Outcomes of PD activities are evaluated regularly to determine if efforts have improved teacher practice. There exists a culture in which the purpose of teacher evaluations is for continued growth and improvement. Training has been provided to all teachers on all aspects of the district's teacher evaluation system. 	<ul style="list-style-type: none"> Evaluation results are used to identify individual, school, and district-wide needs, target professional learning, gauge teacher growth, and identify potential master teachers who could serve as mentors to new teachers. Plans of assistance are clear and specific and identify the standards and elements for improvement. Outcomes of PD activities are evaluated regularly to determine if efforts have improved teacher practice. 	<ul style="list-style-type: none"> Evaluation results are used to identify only teachers in need of assistance. Plans of assistance are not clear or specific. 	<ul style="list-style-type: none"> There is no link between teacher evaluation data and district, school or individual professional development. There is not a process in place for plans of assistance.
12.0 Forms	<ul style="list-style-type: none"> Forms have been developed and are being used for all aspects of the teacher evaluation system. These forms are easy to use, convey important formative and summative feedback to the teacher and create a profile of teacher effectiveness for individual educators. The forms were developed collaboratively between teachers and administrators and have been clearly communicated to all stakeholders. Stakeholders have been trained on their use. 	<ul style="list-style-type: none"> Forms have been developed and are being used for all aspects of the teacher evaluation system. These forms are easy to use, convey important formative and summative feedback to the teacher, and create a profile of teacher effectiveness for individual educators. 	<ul style="list-style-type: none"> Forms have been developed for some, but not all aspects of the evaluation system. Forms are not being used consistently and do not convey important information to the teacher. 	<ul style="list-style-type: none"> There are few or no forms that have been developed or are in use for the districts teacher evaluation system.