Indiana Teacher Appraisal and Support System

ENSURING THAT TEACHER EVALUATION IS EQUITABLE, EFFECTIVE & EFFICIENT

Educators Perceptions of Indiana's Teacher Evaluation Law:

A Follow up to INTASS 2014 Survey

Submitted to the Indiana State Board of Education

Sarah Pies

Sandi Cole

Hardy Murphy

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Introduction

In 2014, the Indiana Teacher Appraisal and Support System (INTASS) released an online survey to teachers, principals and superintendents to document perceptions and beliefs on Indiana's newly implemented evaluation law. Public Law 90 went into effect on July 1, 2011 with specific requirements for the annual evaluation of all certificated staff in school districts in the state.

Indiana school districts began implementing the new law in the 2012-13 school year. Because the law allowed districts to complete existing contracts with their teachers before having to implement the law's evaluation requirements, not all districts began implementation immediately in 2012-13. However, as of the 2016-17 school year, almost all districts are now implementing the new teacher evaluation requirements, with over 200 school districts in their fifth year of implementation.

In an effort to continue the work of improving teacher evaluation across the state and meeting the requirements of the law, INTASS conducted a follow up survey to the 2014 in the winter of 2016. The 2014 and 2016 survey research provide educators an opportunity to give feedback on critical issues in the development and implementation of their district teacher evaluation plans. Participation was anonymous and confidential. The survey results are intended to inform the development of legislation and policy and further research in the effective implementation of teacher evaluation experiences. The surveys are part of a larger body of INTASS research, policy briefs, and reports to determine the implementation and impact of the new teacher evaluation requirements, i.e., *Indiana's Teacher Evaluation System: A Four-Year Analysis* (Murphy & Cole, 2016), *Analysis of Indiana District Evaluation Plans* (Cole & Murphy, 2016).

Change rarely happens in a stable environment and the implementation of new requirements for teacher evaluation in the state is not an exception. Indiana standards, assessments, assessment vendors and the way growth for accountability is calculated changed after the administration of the 2014 survey. The list of changes that affected teacher evaluation results since the last survey include:

- ✓ Late release of assessment results,
- ✓ Implementation of a "hold harmless" on accountability and evaluations tied to ISTEP+ due to common drop in test scores,
- ✓ Initiation of evaluation plan implementation monitoring well after implementation began
- ✓ Difficulty with vendor contract for the development of a different state assessment to reflect new college and career standards., and
- ✓ Passage of the Every Student Succeeds Act and the discontinuance of federal requirements concerning teacher evaluation, student growth, and teacher compensation.

Some of the major findings of INTASS research to date include: 1) There is inconsistency with plan quality and implementation with critical aspects of the law not being implemented in many districts, 2) Superintendents, principals and teachers differ in their perceptions of the law, its necessity, its usefulness and impact, and the relationships between teacher evaluation, student outcomes, and compensation, 3) although the vast majority of teachers are still being rated as highly effective and effective, there is a notable shift from highly effective to the majority of

teachers being evaluated as effective, 4) teacher summative ratings and IGM ratings differ with IGM ratings being consistently lower, 5) teachers with fewer percentages of students on free and reduced lunch in their classrooms are advantaged in the evaluation process, 6) there is a relationship between principal and teacher evaluation ratings, and 7) there is some evidence of a relationship between plan quality, fidelity of implementation and student learning outcomes.

Survey Purpose and Methods

Purpose

The purpose of the 2016 survey was to determine whether educator beliefs about teacher evaluation, confidence in the processes, and perceptions of its impact upon district, school, and instructional improvement changed since the administration of the 2014 survey. Teachers, principals and superintendents from across the state were invited to participate in an online administration of the survey as they were in 2014. As with the 2014 survey administration, they were asked to respond to questions concerning their experiences with the teacher evaluation plans implemented in their districts and their general beliefs about teacher evaluation processes, practices, and policy.

Methodology

The survey for this research included questions aligned with the INTASS teacher evaluation plan development and implementation rubric. This rubric was developed through a field-testing process with districts across the state that used INTASS for the development of their teacher evaluation plans and the training of their teacher evaluators. The first eight questions of both surveys were questions regarding survey respondent demographics. Both the 2014 and 2016 surveys were constructed with questions addressing two aspects of educator perceptions: Participant beliefs about teacher evaluation and their confidence in their evaluation process.

Questions regarding beliefs (questions 9-27) were composed with prompts like the following:
"I believe that teacher effectiveness ..."
"I believe that student academic growth…"
"I believe that instruction can be…"

Principals and teachers were also asked to respond to an additional 22 questions concerning confidence (questions 28-49) in evaluator capabilities. 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…."

Superintendents only were asked 11 questions that were included in a previous survey of superintendents across Indiana in 2012. Those responses can be found in the Appendix D.

Questions allowed responses on a 7 point Likert Scale with response values ranging from strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree and strongly disagree. The response percentages for each point on the Likert Scale for each question can be viewed in the Appendices.

The survey was administered during the fall and winter of the 2016-17 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 Indiana Federation of Teachers (IFT) each sent the survey link to their membership so that teachers, principals, and superintendents could participate. 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, rurality, 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. Additionally, in the 2016 survey, those original districts who have been a part of the INTASS process since 2012 were given a separate online link in order to disaggregate survey responses from INTASS and non-INTASS districts.

Analyses for this report include tabulations of response frequencies across job role and district classification in order to identify possible response patterns within and across the two-year period of implementation for this research. T-test statistical analyses were conducted with a .95 confidence interval in order to determine the significance of mean differences in item responses between the 2014 and 2016 surveys. Adjustments were made for multiple comparisons using the Tukey HSD tests.

Demographics

District and Participant Classifications

Participant classification by job category and participation rate for respondents are shown in Appendix A. Frequency tables for each question can be found in Appendix B. Respondents were asked which geographic region best described their district. There were 739 (35.4%) respondents that described their geographic region as northern, 705 (33.7%) as central and 645 (30.9%) as southern.

Respondents were also asked to describe their district by rural, suburban or urban. There were 880 (42.0%) respondents that described their district as rural, 817 (38.9%) as suburban and 400 (19.1%) as urban.

Respondents were asked information pertaining to the number of years their district has been implementing the new Indiana teacher evaluation law. The majority of respondents, 95.1%, have been implementing the new requirements for educator evaluation for more than 2 years. There are only 3.7% of the respondents implementing for only one year and only 0.2% are in their first year of implementation.

Respondents were asked their years of experience for each job classification and how long the respondent has been in that role. For teachers, 69.1% have more than 11 years of experience. Only 29.4% of principals have more than 11 years of experience and only 25.2% of superintendents have more than 11 years of experience.

Participants in the 2016 survey were asked if they completed the survey during the 2014 administration. There were 402 (24.2%) respondents that completed both the 2014 and the 2016 surveys. Table 1 below displays the respondents by job classification for the 2014 and 2016 survey.

Table 1: Survey Respondents

Survey Respondents				
	2014		2016	
Teacher	1588	78.8%	1817	86.7%
Principal	259	12.9%	126	6.1%
Superintendent	168	8.3%	151	7.2%
Totals	2015	100.0%	2094	100%

Summary of Results

Significant Differences Between 2014-2016 Survey Administrations

Table 2 displays the significant differences in responses within each job classification between the two survey administrations. A plus sign (+) next to the job classification notes a positive significant change from the 2014 survey to the 2016 survey. A negative sign (-) next to the job classification notes a negative significant change from the 2014 survey to the 2016 survey.

Table 2: Significant Differences Between 2014-2016 Survey Administrations

Key

+ = Positive Significant Change   **-** = Negative Significant Change   Blank cell   = No Significant Change

Question Number	2014 Teacher Mean	2016 Teacher Mean		2014 Principal Mean	2016 Principal Mean		2014 Supt. Mean	2016 Supt. Mean	
9 I believe that teacher effectiveness affects student achievement	5.75	5.99	+	6.53	6.62		6.74	6.65	
10 I believe that student achievement can be validly measured	4.58	4.89	+	5.42	5.54		5.89	5.52	-
11 Our district evaluation plan measures student achievement with validity	3.95	4.06	+	4.87	5.01		5.43	4.88	-
12 I believe that student academic growth can be validly measured	4.74	5.10	+	5.33	5.67	+	5.65	5.50	
13 Our district assessments measure student growth with validity	4.03	4.23	+	4.88	5.10		5.29	4.98	-
14 I believe that teacher evaluation should be linked to student growth	3.19	3.28		4.70	4.44		5.37	4.20	-
15 Our district evaluation plan links teaching with student growth	5.10	5.23	+	5.46	5.46		5.58	5.18	-
16 I believe that instruction can be accurately and fairly evaluated and judged	4.21	4.43	+	5.81	5.80		6.00	5.68	-
17 Our district evaluation plan allows for an accurate and fair evaluation of instruction	3.74	4.02	+	5.45	5.71	+	5.90	5.37	-
18 I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching	3.83	4.12	+	5.32	5.47		5.74	5.37	-
19 Our district evaluation plan effectively reflects the relationship between teaching and learning	3.52	3.87	+	5.03	5.37	+	5.55	5.04	-
20 I believe that teacher evaluation should be tied to merit/compensation	2.54	3.14	+	3.70	3.43		4.32	3.25	-
21 Our district evaluation plan fairly ties teacher performance to compensation	3.04	3.50	+	4.09	4.54	+	4.79	4.32	-
22 Prior to the new law, the teacher evaluation processes in Indiana needed improvement	4.15	4.51	+	5.42	5.56		5.91	5.64	

Key

+ = Positive Significant Change   **-** = Negative Significant Change   Blank cell   = No Significant Change

Question Number	2014 Teacher Mean	2016 Teacher Mean		2014 Principal Mean	2016 Principal Mean		2014 Supt. Mean	2016 Supt. Mean	
23 The new law has improved teacher evaluation processes in my district	2.78	3.14	+	4.68	4.83		5.62	4.74	-
24 An effective teacher evaluation system drives professional development	4.00	4.25	+	5.36	5.62		5.86	5.62	
25 Our district evaluation plan drives our professional development	3.27	3.53	+	4.32	4.72	+	5.38	4.70	-
26 Indiana's law regarding teacher evaluation will result in improved teaching and learning	2.56	2.92	+	4.14	4.16		4.96	3.96	-
27 Teaching and learning in my district has improved because of our district evaluation plan	2.72	3.07	+	4.43	4.75		5.29	4.52	-
28 I am confident that teacher evaluators in my district understand and recognize effective planning for instruction	3.75	4.18	+	6.16	5.68	-	X	X	
29 I am confident that teacher evaluators in my district know how to develop collegial relationships during the evaluation process	3.67	4.18	+	5.96	5.61	-	X	X	
30 I am confident that teacher evaluators in my district understand and can recognize effective applications of classroom management procedures	4.15	4.56	+	6.45	5.91	-	X	X	
31 I am confident that teacher evaluators in my district understand the forms and documents used in the evaluation process	4.34	4.89	+	6.02	6.38	+	X	X	
32 I am confident that teacher evaluators in my district understand the requirements of the evaluation system	4.38	4.92	+	6.02	6.37	+	X	X	
33 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	3.88	4.44	+	5.68	6.11	+	X	X	
34 I am confident that teacher evaluators in my district can provide clear feedback that helps me improve teaching and learning	3.72	4.19	+	5.89	6.08	+	X	X	

Key

+ = Positive Significant Change   **-** = Negative Significant Change   Blank cell = No Significant Change

Question Number	2014 Teacher Mean	2016 Teacher Mean		2014 Principal Mean	2016 Principal Mean		2014 Supt. Mean	2016 Supt. Mean	
35 I am confident that teacher evaluators in my district clearly understand and communicate the teacher evaluation procedures	4.04	4.46	**+**	5.98	6.18	**+**	X	X	
36 I am confident that teacher evaluators in my district clearly understand and can communicate the criteria for making ratings of my performance	3.79	4.34	**+**	5.80	5.88		X	X	
37 I am confident that teacher evaluators in my district can use pre and post conferences for an effective evaluation process	3.88	4.32	**+**	5.41	5.65		X	X	
38 I am confident that teacher evaluators in my district can effectively use both formal and informal setting to provide feedback and discussion in a constructive manner	4.14	4.58	**+**	5.85	6.05	**+**	X	X	
39 I am confident that teacher evaluators in my district clearly understand the process for resolving inconsistencies in the data	3.38	3.80	**+**	5.04	5.20		X	X	
40 I am confident that teacher evaluators in my district understand and can communicate how to use assessments results in the evaluation process	3.76	4.22	**+**	5.60	5.49		X	X	
41 I am confident that teacher evaluators in my district know how to use appraisal data to guide my professional development	3.45	3.84	**+**	5.38	5.32		X	X	
42 I am confident that teacher evaluators in my district understand and can clearly explain how evaluation ratings are determined	3.88	4.50	**+**	5.55	5.85	**+**	X	X	
43 I am confident that teacher evaluators in my district understand and can communicate the process for appeal of summative evaluation results	3.65	4.14	**+**	4.91	5.15		X	X	
44 I am confident that teacher evaluators in my district know how to develop measurable and achievable student learning goals	3.85	4.28	**+**	5.65	5.75		X	X	

Key

+ = Positive Significant Change   **-** = Negative Significant Change   Blank cell   = No Significant Change

Question Number	2014 Teacher Mean	2016 Teacher Mean		2014 Principal Mean	2016 Principal Mean		2014 Supt. Mean	2016 Supt. Mean	
45 I am confident that teacher evaluators in my district understand and recognize the important features/characteristics of HE instruction as described in our teacher evaluation rubric	4.02	4.49	+	6.05	6.26	+	X	X	
46 I am confident that teacher evaluators in my district recognize and understand how teachers contribute to a professional school culture	4.40	4.80	+	6.34	6.40		X	X	
47 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	3.68	4.16	+	5.69	5.65		X	X	
48 I am confident that teacher evaluators in my district know how to plan for, advise, and use professional development activities to improve teacher practice	3.56	4.04	+	5.83	5.88		X	X	
49 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	3.71	4.23	+	6.01	6.12		X	X	

A significant and positive mean change for teachers is seen in 17 of 18 questions related to beliefs. A significant and positive mean change for teacher responses is also seen in all of the questions related to confidence in their evaluators. The mean responses of principals' responses changed in a significant and positive way in 5 of 18 belief questions. Principal mean responses also differed on three questions in a significant and negative way for those questions related to their confidence as evaluators. Of the 19 questions asked of superintendents related to beliefs, 13 questions had a change in a significant and negative way on the survey. Overall, the favorability of teachers regarding teacher evaluation increased in the 2016 survey. Principal favorability is essentially unchanged. However, superintendents' favorability decreased so much so that principals are now the group with the most favorable viewpoint of the new educator evaluation requirements.

There are several notable patterns in the response differences between the two survey administrations with respect to the confidence questions. Teachers' confidence in their evaluators improved significantly. Both principals and teachers had a significantly more positive response change from the 2014 survey to the 2016 survey in their confidence that teacher evaluators in their district understand the forms and documents used in the evaluation process. Both are more confident that teacher evaluators in their district understand the requirements of the evaluation system and they are confident that teacher evaluators in their district clearly understand and can recognize all components of teaching that are described in the teacher appraisal rubric.

There are other changes in response patterns for teachers and principals worth noting. For example, teacher and principal responses both changed significantly in their confidence that 1) teacher evaluators in their district understand and recognize effective planning for instruction, 2) that teacher evaluators in their district know how to develop collegial relationships during the evaluation process, and 3) that teacher evaluators in their district understand and can recognize effective applications of classroom management procedures moved in opposite directions. However, the shift for teachers is in a positive direction and that for the principals is in a negative direction. It should be noted that even thought their confidence in these areas is significantly less than in 2014; principals still have a high degree of belief in their ability in these areas.

In a similar fashion, the direction of change is also different between teacher and superintendent viewpoints concerning the role of their evaluation and professional development, the belief that Indiana's law regarding teacher evaluation will result in improved teaching and learning, and whether teaching and learning in their district has improved because of the district teacher evaluation plan. Teachers' responses on the 2016 survey are more positive than in 2014 and those of superintendents whose responses changes are now more negative than in 2014. It is important to note that even with the positive shift for teachers with these views, they still have a degree of skepticism regarding these items and that even though superintendents had a negative shift in their overall beliefs about these aspects of teacher evaluation and its usefulness, they still remain positive.

INTASS vs. Non-INTASS for 2016 Responses

Table 4 displays the participant breakdown by job classification for INTASS and non-INTASS districts. Of all participants, 74.8% were from non-INTASS districts and INTASS district participation in the 2016 survey was 25.2%. Frequency tables from INTASS vs. Non-INTASS respondents can be found in Appendix C.

Table 4: INTASS vs. Non-INTASS Respondents

Groups	Non-INTASS Districts	INTASS Districts	Totals
Teachers	139	65	204
Principals	217	12	229
Superintendents	2589	915	3504
Totals	2945	992	3937

Responses of superintendents, principals and teachers from INTASS districts and non-INTASS districts were compared using t-tests to determine the significance of differences in response means. The responses of teachers in INTASS districts are more favorable on the survey, on average, than the teachers in non-INTASS districts. This holds true, but less so, for principals and superintendents as well. Table 4 displays the response differences by respondents from INTASS and Non-INTASS districts from the 2016 survey. Teacher responses from INTASS districts are significantly more positive than those from teachers in Non-INTASS districts in 37 of the 41 questions. INTASS principal responses are significantly more positive than Non-INTASS principals for 21 of the 41 questions. INTASS superintendents are significantly more positive than Non-INTASS superintendents in seven of the 10 of 19 questions asked of superintendents.

Table 5: INTASS vs. Non-INTASS Districts

Key

+ = Positive Significance   - = Negative Significance   Blank cell   = No Significance

Question Number	Non-INTASS Teacher Mean	INTASS Teacher Mean		Non-INTASS Principal Mean	INTASS Principal Mean		Non-INTASS Supt. Mean	INTASS Supt. Mean	
9 I believe that teacher effectiveness affects student achievement	5.95	6.07		6.68	6.55		6.67	6.45	
10 I believe that student achievement can be validly measured	4.85	4.97		5.52	5.58		5.48	6.00	+
11 Our district evaluation plan measures student achievement with validity	3.90	4.38	+	4.63	5.53	+	4.81	5.72	+
12 I believe that student academic growth can be validly measured	5.02	5.27	+	5.56	5.83		5.51	5.45	
13 Our district assessments measure student growth with validity	4.06	4.57	+	4.82	5.49	+	4.96	5.27	
14 I believe that teacher evaluation should be linked to student growth	3.06	3.73	+	4.29	4.66		4.13	5.18	
15 Our district evaluation plan links teaching with student growth	5.28	5.41		5.26	5.75	+	5.10	6.18	+
16 I believe that instruction can be accurately and fairly evaluated and judged	4.38	4.56	+	5.82	5.79		5.65	6.09	
17 Our district evaluation plan allows for an accurate and fair evaluation of instruction	3.77	4.51	+	5.56	5.92		5.30	6.27	+
18 I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching	3.99	4.36	+	5.42	5.55		5.34	5.82	
19 Our district evaluation plan effectively reflects the relationship between teaching and learning	3.67	4.28	+	5.13	5.71	+	4.97	6.00	+
20 I believe that teacher evaluation should be tied to merit/compensation	3.02	3.39	+	3.32	3.60		3.26	3.27	
21 Our district evaluation plan fairly ties teacher performance to compensation	3.32	3.86	+	4.24	4.96	+	4.24	5.36	+

Key

+ = Positive Significance   - = Negative Significance   Blank cell = No Significance

Question Number	Non-INTASS Teacher Mean	INTASS Teacher Mean		Non-INTASS Principal Mean	INTASS Principal Mean		Non-INTASS Supt. Mean	INTASS Supt. Mean	
22 Prior to the new law, the teacher evaluation processes in Indiana needed improvement	4.49	4.58		5.41	5.77		5.62	5.91	
23 The new law has improved teacher evaluation processes in my district	2.90	3.61	+	4.40	5.43	+	4.69	5.36	
24 An effective teacher evaluation system drives professional development	4.11	4.53	+	5.58	5.70		5.57	6.36	+
25 Our district evaluation plan drives our professional development	3.30	3.97	+	4.38	5.21	+	4.64	5.60	+
26 Indiana's law regarding teacher evaluation will result in improved teaching and learning	2.76	3.24	+	3.79	4.67	+	3.90	4.82	+
27 Teaching and learning in my district has improved because of our district evaluation plan	2.83	3.56	+	4.36	5.28	+	4.44	5.55	+
28 I am confident that teacher evaluators in my district understand and recognize effective planning for instruction	3.96	4.61	+	5.56	5.87		x	x	
29 I am confident that teacher evaluators in my district know how to develop collegial relationships during the evaluation process	3.93	4.69	+	5.49	5.79		x	x	
30 I am confident that teacher evaluators in my district understand and can recognize effective applications of classroom management procedures	4.39	4.90	+	5.69	6.21	+	x	x	
31 I am confident that teacher evaluators in my district understand the forms and documents used in the evaluation process	4.71	5.25	+	6.32	6.47		x	x	
32 I am confident that teacher evaluators in my district understand the requirements of the evaluation system	4.73	5.29	+	6.26	6.53	+	x	x	
33 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	4.25	4.82	+	6.04	6.23		x	x	

Key

+ = Positive Significance   **-** = Negative Significance   Blank cell   = No Significance

Question Number	Non-INTASS Teacher Mean	INTASS Teacher Mean		Non-INTASS Principal Mean	INTASS Principal Mean		Non-INTASS Supt. Mean	INTASS Supt. Mean	
34 I am confident that teacher evaluators in my district can provide clear feedback that helps me improve teaching and learning	3.95	4.66	+	6.03	6.17		x	x	
35 I am confident that teacher evaluators in my district clearly understand and communicate the teacher evaluation procedures	4.27	4.83	+	5.99	6.45	+	x	x	
36 I am confident that teacher evaluators in my district clearly understand and can communicate the criteria for making ratings of my performance	4.13	4.77	+	5.73	6.11	+	x	x	
37 I am confident that teacher evaluators in my district can use pre and post conferences for an effective evaluation process	4.02	4.90	+	5.36	6.08	+	x	x	
38 I am confident that teacher evaluators in my district can effectively use both formal and informal setting to provide feedback and discussion in a constructive manner	4.36	5.03	+	6.00	6.13		x	x	
39 I am confident that teacher evaluators in my district clearly understand the process for resolving inconsistencies in the data	3.58	4.24	+	5.00	5.49	+	x	x	
40 I am confident that teacher evaluators in my district understand and can communicate how to use assessments results in the evaluation process	4.05	4.57	+	5.32	5.74	+	x	x	
41 I am confident that teacher evaluators in my district know how to use appraisal data to guide my professional development	3.64	4.25	+	5.08	5.66	+	x	x	
42 I am confident that teacher evaluators in my district understand and can clearly explain how evaluation ratings are determined	4.30	4.88	+	5.68	6.09	+	x	x	
43 I am confident that teacher evaluators in my district understand and can communicate the process for appeal of summative evaluation results	3.95	4.52	+	4.85	5.57	+	x	x	

Key

+ = Positive Significance   - = Negative Significance   Blank cell   = No Significance

Question Number	Non-INTASS Teacher Mean	INTASS Teacher Mean		Non-INTASS Principal Mean	INTASS Principal Mean		Non-INTASS Supt. Mean	INTASS Supt. Mean	
44 I am confident that teacher evaluators in my district know how to develop measurable and achievable student learning goals	4.13	4.58	+	5.56	6.02	+	x	x	
45 I am confident that teacher evaluators in my district understand and recognize the important features/characteristics of HE instruction as described in our teacher evaluation rubric	4.31	4.84	+	6.25	6.28		x	x	
46 I am confident that teacher evaluators in my district recognize and understand how teachers contribute to a professional school culture	4.64	5.10	+	6.31	6.53		x	x	
47 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	3.97	4.52	+	5.53	5.81		x	x	
48 I am confident that teacher evaluators in my district know how to plan for, advise, and use professional development activities to improve teacher practice	3.80	4.53	+	5.84	5.94		x	x	
49 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	3.99	4.69	+	5.99	6.32	+	x	x	

Teacher responses from INTASS districts are significantly more favorable for 15 out of 18 belief questions and 21 of 21 confidence questions. While principals and superintendents in INTASS districts have fewer significant belief and confidence questions responses that showed significance, when looking at frequency by percentage favorability, overall, they had more significantly positive responses than Non-INTASS districts across belief and confidence questions.

Years of Experience for Teachers

In the 2016 survey, teachers were asked their year of experience. Table 6 displays their responses. Frequency charts and t-tests for mean significance were also completed to determine if there were significant differences in response patterns associated with teacher years of experience.

Table 6: Teachers by Years of Experience

2016 Teacher By Years of Experience		
Years of Experience	Percentage	Count
Less than 4 years	7.8%	94
4-10 years	21.5%	258
11-15 years	15.5%	186
16-25 years	30.4%	364
More than 25 years	24.7%	296
Total	100%	1198

Overall, the same response patterns associated with years of teacher experience are found in the 2016 and 2014 survey responses. Teachers with less than four years of experience are more favorable with their responses than teachers with more than four years of experience. The least favorable survey responses are found with teachers having 16-25 years of experience and 25+ years of experience.

For the 2016 survey, teachers with less than four years of experience have a more positive significant response than all other teachers to the following belief questions:
- ✓ teacher evaluation should be linked to student growth (Q14);
- ✓ the relationship between teaching and learning can be accurately applied to an evaluation of teaching (Q18);
- ✓ their district evaluation plan effectively reflects the relationship between teaching and learning (Q19); and
- ✓ an effective teacher evaluation system drives professional development (Q24), and
- ✓ that their district evaluation plan drives their professional development (Q25).

Teachers with less than four years of experience have more positive significant responses than all other teachers for the confidence questions concerning teacher evaluators in their district and the evaluators ability to plan for, advise, and use professional development activities to improve teacher practice. Significance figures by teachers' years of experience can be found in Appendix E.

District Classification: Urban, Suburban, or Rural

In both the 2016 and 2014 surveys, respondents were asked how they would describe their district. The three choices were rural, urban or suburban. The table below displays their responses. Frequency charts and t-tests for mean differences were also completed to determine differences in response patterns based upon this district classification. Table 7 shows that a relatively stable response distribution for survey respondents from urban, suburban, and rural districts across the two survey administrations. Additional demographic information on respondents based on rurality can be found in Appendix A.

Table 7: Respondents by Rurality

I would describe my district as:												
	2014		2016		2014		2016		2014		2016	
	Rural				Suburban				Urban			
Teacher	704	44.3%	730	40.1%	578	36.4%	733	40.2%	306	19.3%	358	19.7%
Principal	133	51.4%	54	42.9%	64	24.7%	49	38.9%	62	23.9%	23	18.3%
Superintendent	113	67.3%	96	64.0%	36	21.4%	35	23.3%	19	11.3%	19	12.7%

No statistically significant differences associated with respondent location were observed in the 2014 survey responses. The response patterns associated with location changed in the 2016 survey. There are some significant differences among teachers associated with how they classified their district. Significance figures by rural, suburban or urban classification can be found in Appendix F.

Urban teachers responded significantly more positive than rural and suburban teachers for the beliefs that teacher effectiveness affects student achievement (Q9), and that an effective teacher evaluation system drives processional development (Q24).

Urban teachers responded significantly more negative than rural and suburban teachers for the beliefs that their district evaluation plan
  ✓ measures student achievement with validity (Q11);
  ✓ allows for an accurate and fair evaluation of instruction (Q17);
  ✓ effectively reflects the relationship between teaching and learning (19);
  ✓ fairly ties teacher performance to compensation (21); and
  ✓ that the new law has improved teacher evaluation process in their district (Q23).

Urban teachers responded significantly more negative than rural and suburban teachers for the confidence questions that teacher evaluators in their district
  ✓ understand and recognize effective planning for instruction(Q28);
  ✓ know how to develop collegial relationships during the evaluation process (Q29);
  ✓ understand and can recognize effective applications of classroom management procedures (Q30);
  ✓ understand the forms and documents used in the evaluation process (Q31);
  ✓ understand the requirements of the evaluation system, clearly understand and can all components of teaching that are described in the teacher appraisal rubric(Q33);
  ✓ can provide clear feedback that helps them improve teaching and learning (Q34);
  ✓ clearly understand and communicate the teacher evaluation procedures (Q35);

- ✓ clearly understand and can communicate the criteria for making ratings of their performance (Q36)
- ✓ can use pre and post conferences for an effective evaluation process (Q37);
- ✓ can effectively use both formal and informal setting to provide feedback and discussion in a constructive manner(Q38);
- ✓ clearly understand the process for resolving inconsistencies in the data (Q39);
- ✓ understand and can communicate how to use assessments results in the evaluation process(Q40);
- ✓ know how to use appraisal data to guide their professional development (Q41);
- ✓ understand and can clearly explain how evaluation ratings are determined (Q42);
- ✓ understand and can communicate the process for appeal of summative evaluation results (Q43);
- ✓ know how to develop measurable and achievable student learning goals (Q44);
- ✓ understand and recognize the important features/characteristics of highly effective instruction as described in our teacher evaluation rubric (Q45);
- ✓ recognize and understand how teachers contribute to a professional school culture (Q46);
- ✓ know how to develop plan for assistance that are clear and specific and identify the standards and elements for improvement and goals to be accomplished (Q47);
- ✓ know how to plan for, advise, and use professional development activities to improve teacher practice (Q48); and
- ✓ understand how to create a relationship in which the purpose of teacher evaluations is for continued growth and improvement (Q49).

Discussion

For the 2014 survey, the general response patterns indicated that superintendents were more favorable in their responses than principals and teachers, and principals were more favorable than teachers. However, in the 2016 survey, the general response mean patterns show a shift in this position between superintendents and principals, with principals being more favorable in their responses than superintendents. Teachers continue to show less favorability than both superintendents and principals even though there is a shift toward more favorability among teacher survey respondents.

This change in position between principals and superintendents concerning their favorableness toward the mandated educator evaluation requirements is worth understanding. There also are important distinctions between the responses of teachers, principals, and superintendents as well as similarities worth deliberation. Teachers, while still not having an overall generally favorable view of the legislated evaluation requirements, have more statistically significant shifts towards favorability in their responses between the 2016 and in 2014 survey administrations than either principals or superintendents. Principals had fewer changes in favorability than teachers or Superintendents; however, they continue to view the evaluation process more favorably than teachers. Superintendents remain favorable overall, but there was a significant negative change in favorability across a number of questions. As in the 2014 survey, teachers, principals, and superintendents all continue to view the linking of student outcomes and compensation to teacher

evaluation with little favorability. Principals and superintendents are also less favorable in their beliefs about the impact of the legislated changes.

Some of the results seem to contradict themselves. Teachers feel that student learning can be objectively measured, but do not believe that it should be linked to their evaluations. This could be because linking the two increases the high stakes aspect of the experience along with the attendant pressure and its impact upon job satisfaction and climate. It could also be that teachers feel their personal classroom assessment of learning is the most valid and reliable indicator of instructional effectiveness.

It also appears from a comparison between the two years of the shift towards a more positive view of the changes in evaluation from teachers, that this improvement is driven by more confidence in their evaluators and the process. This shift in how teachers feel about certain aspects of the evaluation experience is happening even though most teachers do not receive the highest evaluation rating. Perhaps this is because the impact upon teacher compensation and job security seems to be experienced by only a small number of teachers. Even so, their attitudes and beliefs concerning key components of the legislative changes, e.g., linking growth and compensation to evaluation as noted earlier, and their belief that the changes have improved teaching and learning is essentially the same as when the implementation process for new requirements in the educator evaluation process began in 2012-13.

This pattern is similar to how superintendents and principals feel about these critical components of the legislated changes. In fact, it appears that superintendents view these critical components less favorably now than in 2014. This is an important finding because it means that these critical aspects of the evaluation process are still not supported after five years of implementation by those most impacted by the changes. Just as important is the finding that those responsible for implementing these critical aspects of the legislation do not support them either.

Perhaps the most telling set of results involves those questions related to purpose, intent, and the stability of the responses across the two survey administrations. In 2016, just as in 2014, teachers still are not buying into the stated purpose and intent of the required changes. One could argue that the highly critical public discourse concerning public education and the focus on those aspects of the evaluation outcomes related to identifying and dismissing teachers for "negative impact" make teachers skeptical at best about the intent of changes in their evaluation processes. Exploring the issues of trust in the evaluation system and how to address it could have value for the successful continued implementation of required changes to educator evaluation. The message may simply be that in order for change to be embraced, its purpose and intent must be trusted.

The differences in perception and beliefs between urban and other teachers is striking and especially important because of the diversity and the outcomes in urban schools and classrooms that is the subject of much discourse in the school improvement literature. This an even more intriguing finding because of the profile of urban schools in the letter grades of the accountability system. Further, the use of school grades in the teacher evaluation process only complicates this finding.

Yet, there are bright spots in the results worth noting. For instance, teachers are significantly more agreeable and have more confidence in a number of questions involving their evaluation experiences and the capability of their evaluators in conducting their evaluations. Of course, this

could be because the initial apprehension of whether the changes to their evaluation processes would be accompanied by an undesirable impact upon their employment status and compensation is not realized by the vast majority of teachers. It is possible that district and school leadership and teaching staff understand that by managing expectations and providing support in the evaluation process, they can maintain the professional relationships necessary for effective schooling and have taken steps to ensure that their evaluation processes respect the same.

The change in position between superintendents and principals is also worth commentary. Being at different levels in the implementation process, it could be that we are seeing two different aspects of the change experience reflected in different expectations. Principal responses may reflect the more engaged relationships between themselves and teachers that the implementation process would by its very nature create. This would be seen as beneficial, especially for an ongoing dialogue about support for instructional improvement and the opportunity to provide and receive affirmation.

Superintendents, on the other hand, are at a place in the management of policy implementation where a sometimes weighing of cost and benefit happens when evaluating the desirability of change. Their perceptions may have been influenced by the mishaps and difficulties with assessment implementation over the four-year period of time and changes in the accountability system which in the end are not associated with any improvements in student outcomes. This lack of usefulness in obtaining results could explain the disenchantment that is seen in superintendent responses.

It is obvious that the new requirements for changes in educator evaluation evoked a strong response among educators across the nation from the extensive coverage of lawsuits, competing research perspectives, policy briefs, and abrupt changes in direction at the state and local level in evaluation plan development and implementation. Research regarding how to implement organizational change actually sheds light on the Indiana experience. Specific techniques and strategies necessary for any change to be implemented successfully are also identified in the research. Among these are a sense of urgency and consensus of opinion about the need, credibility in the data associated with the recommended change strategies and most importantly, a collaborative process that values multiple perspectives in the design and implementation of change (Hargreaves, 1995). It is understood that there is more than one opinion of whether these conditions were addressed effectively during the implementation of these new teacher evaluation requirements in the state of Indiana. It is also apparent from the stable convictions concerning compensation, student growth, and usefulness of the changes that there was at least an array of differing opinions about the need for the changes.

However, as indicated earlier, the fact that nearly all districts are using research based rubrics in their evaluations and several key aspects of the process have been identified as beneficial, such as the provision of high quality feedback, are all indicators that changes for the better in teacher evaluation experiences in Indiana have occurred.

Additionally, the more favorable responses of survey participants from INTASS districts is also informative and can help to guide the continued implementation of teacher evaluation and other change initiatives. The differences between how INTASS approached the change process in participating districts and how this process was conducted across the state are important to document. INTASS engaged all district educators in the process from beginning to end. INTASS

ensured that both evaluators and teachers participated and reach consensus in identifying the purpose and intent of the evaluation experience. INTASS made sure that the processes in the evaluation experience were preset with commitments to develop and support teachers for success. INTASS required that multiple measures were used to determine ratings of effectiveness. INTASS included all educator voices in rolling out the new educator evaluations in districts in a consistent manner that included the gathering of data for continuous improvement during the implementation stage. Perhaps what was learned with INTASS districts are lessons that can inform how change implementation can move forward successfully in educator evaluation and other key aspects of policy development and implementation.

This concept of honoring the professionalism of all educators in the change process is critical considering that at this moment the public school policy environment is in the middle of a change process with the development of the state's new ESSA plan. How the plan is developed is as important to its successful implementation as much as plan quality. Including a comprehensive representation of educator voices during this process honors their commitment to high standards in the education of Indiana's students and increases the likelihood that the intended impact of ESSA to adhere to high standards and improve teaching and learning through supporting teachers will be realized.

Finally, the difference between INTASS districts is worth noting as evidence for the effectiveness of an affirmative and professionally respectful approach to change and the development and implementation of an evaluation system that is focused on support and success. Perhaps a focused effort to replicate this process will be fruitful in the pursuit of a coherent process of change and school improvement that results in teacher and student success.

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. Many of these recommendations were stated in the report from 2014; two years later, they remain important for consideration.

1) *Ensure a continuous improvement process that supports the implementation of teacher evaluation plans with fidelity and provide resources to districts to make necessary improvements.* A hopeful outcome of this report is that the state of Indiana will engage in an effort to make the necessary improvements to the teacher evaluation system. Because the results of teacher evaluations are used to make personnel and compensation decisions, the fidelity of implementation across the state is critical. What has been learned with INTASS districts are lessons that can inform how change implementation can move forward successfully in educator evaluation and other key aspects of policy development and implementation. 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. 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.

2) *Continued research into educator perceptions of teacher evaluation in Indiana.* INTASS recommends this survey research be completed every two years in order to hear the voices of those closest to the law. Information from the results of this two-year comparison survey should be used for policymaking. There is clearly a discrepancy among the beliefs and confidence levels of implementing the evaluation plans amongst superintendents, principals and teachers. Additionally, this study was limited to the perceptions of Indiana educators through survey, and it is recommended that focus groups educators be conducted to gather additional qualitative data as to how these beliefs and perceptions have been formed and what areas would be recommended for improvement.

3) *Continue to recognize plan quality through the INTASS, Indiana Department of Education and State Board of Education recognition syste*m. This includes establishing an effective monitoring system that includes an analysis of teacher evaluation ratings and student outcomes to inform state support for teacher development. This would also include establishing a set of criteria based upon research findings to evaluate plan development and plan implementation.

4) *Require and support the annual training of teachers as well as administrators in the evaluation process.* Provide ongoing evaluator and evaluation training to superintendents, principals and teachers. This includes providing ongoing support to ensure inter-rater consistency in the teacher evaluation process. Elevating the principal and superintendent evaluation quality to assure the same level of importance and teacher evaluation is also important.

5) *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 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.

6) *Clearly express the role and significance of a supportive teacher evaluation process in educator effectiveness and school improvement.* It is imperative that moving forward educator effectiveness and school improvement are not separate initiatives in a district. Evaluation data must inform both school and district professional development in order to improve instruction and overall student achievement.

7) *Reframe the message of teacher evaluation so that teachers and evaluators see it as a tool for ensuring the success of teachers and students in the teaching and learning process.* Since the passage of the 2011 legislation, the new Indiana evaluation system has been seemed as punitive due to the connection with compensation. A rebranding of the teacher evaluation should be made at the state level in order to truly inform teachers the sole purpose of the evaluation legislation, to improve instruction in the classroom. The message for teachers should be that the evaluation system is one to support their profession and not one to rate them on a 1-4 value once a year.

Appendix

Appendix A: Demographics

The geographic region that best describes my district:												
	2014		2016		2014		2016		2014		2016	
	Northern				Central				Southern			
Teacher	563	35.5%	658	36.1%	633	39.9%	578	31.7%	392	24.7%	587	32.2
Principal	93	35.9%	27	21.4%	102	39.4%	62	49.2%	64	24.7%	37	29.4
Superintendent	55	32.7%	54	35.8%	79	47.0%	65	43.0%	34	20.2%	21	32.0

The geographic region that best describes my district (teacher):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Northern Indiana	9.0%	56	50.2%	602
Central Indiana	54.8%	342	19.7%	236
Southern Indiana	36.2%	226	30.1%	361

The geographic region that best describes my district (principal):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Northern Indiana	7.5%	4	31.5%	23
Central Indiana	60.4%	32	41.1%	30
Southern Indiana	32.1%	17	27.4%	20

The geographic region that best describes my district (superintendent):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Northern Indiana	18.2%	2	37.1%	52
Central Indiana	54.5%	6	42.1%	59
Southern Indiana	27.3%	3	20.7%	29

I would describe my district as:												
	2014		2016		2014		2016		2014		2016	
	Rural				Suburban				Urban			
Teacher	704	44.3%	730	40.1%	578	36.4%	733	40.2%	306	19.3%	358	19.7%
Principal	133	51.4%	54	42.9%	64	24.7%	49	38.9%	62	23.9%	23	18.3%
Superintendent	113	67.3%	96	64.0%	36	21.4%	35	23.3%	19	11.3%	19	12.7%

I would describe my district as (teacher):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Rural	37.4%	234	41.5%	496
Suburban	47.0%	294	36.7%	439
Urban	15.7%	98	21.8%	260

I would describe my district as (principal):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Rural	37.7%	20	46.6%	34
Suburban	35.8%	19	41.1%	30
Urban	26.4%	14	12.3%	9

I would describe my district as (superintendent):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Rural	36.4%	4	66.2%	92
Suburban	36.4%	4	22.3%	31
Urban	27.3%	3	11.5%	16

My district has been implementing Indiana's teacher evaluation law for:											
	2014		2016		2014		2016		2014		2016
	0 Years				1 Year				2+ Years		
Teacher	130	8.2%	18	1.0%	373	23.5%	71	4.0%	1085	68.3%	1694	95.0%
Principal	26	10.0%	4	3.2%	45	17.4%	3	2.4%	188	72.6%	118	94.4%
Superintendent	16	9.5%	1	0.7	27	16.1%	3	2.0%	125	74.4%	146	97.3%

My district has been implementing Indiana's teacher evaluation law for (teacher):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
0 years	0.0%	0	1.5%	18
1 year	0.3%	2	5.9%	69
2 years	10.2%	62	16.3%	192
3 years or more	89.4%	542	76.3%	898

My district has been implementing Indiana's teacher evaluation law for (principal):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
0 years	0.0%	0	5.6%	4
1 year	0.0%	0	4.2%	3
2 years	5.7%	3	13.9%	10
3 years or more	94.3%	50	76.4%	55

My district has been implementing Indiana's teacher evaluation law for (superintendent):				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
0 years	0.0%	0	0.7%	1
1 year	0.0%	0	2.2%	3
2 years	0.0%	0	6.5%	9
3 years or more	100.0%	11	90.6%	126

I have been in my role for:											
	2014		2016		2014		2016		2014		2016
	Less Than 4 Years				4-10 Years				11-15 Years		
Teacher	146	9.2%	174	9.5%	328	20.7%	390	21.4%	238	15.0%	314	17.2%
Principal	73	28.2%	35	27.8%	84	32.4%	54	42.9%	50	19.3%	14	11.1%
Superintendent	69	41.1%	54	35.8%	62	36.9%	59	39.1%	24	14.3%	17	11.3%

I have been in my role for (continued from above):								
	2014		2016		2014		2016	
	16-25 Years				More Than 25 Years			
Teacher	419	26.4%	509	27.9%	456	28.7%	438	24.0%
Principal	37	14.3%	18	14.3%	15	5.8%	5	4.0%
Superintendent	12	7.1%	15	9.9%	1	0.6%	6	4.0%

I have been a teacher for:				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Less than 4 years	12.8%	80	7.8%	94
4-10 years	21.1%	132	21.5%	258
11-15 years	20.4%	128	15.5%	186
16-25 years	23.0%	144	30.4%	365
More than 25 years	22.7%	142	24.7%	296

I have been a principal for:				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Less than 4 years	34.0%	18	23.3%	17
4-10 years	32.1%	17	50.7%	37
11-15 years	15.1%	8	8.2%	6
16-25 years	13.2%	7	15.1%	11
More than 25 years	5.7%	3	2.7%	2

I have been in my role as a superintendent for:				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Less than 4 years	27.3%	3	36.4%	51
4-10 years	54.5%	6	37.9%	53
11-15 years	9.1%	1	11.4%	16
16-25 years	9.1%	1	10.0%	14
More than 25 years	0.0%	0	4.3%	6

Did you participate in this survey in 2014?				
	Yes		No	
Teacher	312	17.5%	1471	82.5%
Principal	36	28.8%	89	71.2%
Superintendent	54	35.8%	97	64.2%

Did you participate in this survey in 2014 (teacher)?				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	22.1%	136	15.1%	176
No	77.9%	480	84.9%	991

Did you participate in this survey in 2014 (principal)?				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	40.4%	21	20.5%	15
No	59.6%	31	79.5%	58

Did you participate in this survey in 2014 (superintendent)?				
	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	72.7%	8	32.9%	46
No	27.3%	3	67.1%	94

If so, were you in the same role in 2014 as you are now?				
	Yes		No	
Teacher	533	52.5%	482	47.5%
Principal	58	61.7%	36	38.3%
Superintendent	60	55.0%	49	45.0%

Appendix B: Frequency Tables for Questions

I believe that student achievement can be validly measured.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	98.2%	1.8%	90.7%	9.3%
Principals	90.0%	10.0%	92.9%	7.1%
Teachers	70.1%	29.9%	77.2%	22.8%

Our district evaluation plan measures student achievement with validity.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	91.7%	8.3%	72.9%	27.1%
Principals	73.4%	26.6%	80.8%	19.2%
Teachers	47.1%	52.9%	51.1%	48.9%

I believe that student academic growth can be validly measured.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	93.5%	6.5%	88.7%	11.3%
Principals	85.0%	15.0%	94.5%	5.5%
Teachers	72.6%	26.4%	79.9%	20.1%

Our district assessments measure student growth with validity.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	83.3%	15.7%	73.5%	26.5%
Principals	73.8%	26.2%	79.3%	20.7%
Teachers	49.5%	50.5%	55.8%	44.2%

I believe that teacher effectiveness affects student achievement.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	98.9%	1.1%	99.4%	0.6%
Principals	99.2%	.8%	99.2%	0.8%
Teachers	91.5%	8.5%	94.7%	5.3%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	88.1%	11.9%	59.3%	40.7%
Principals	73.0%	27.0%	64.0%	36.0%
Teachers	33.4%	66.6%	39.9%	60.1%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	97.1%	2.9%	82.7%	17.3%
Principals	85.7%	14.3%	91.2%	8.8%
Teachers	44.0%	56.0%	53.9%	46.1%

Our district evaluation plan links teaching with student growth.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	90.5%	9.5%	79.3%	20.7%
Principals	86.5%	13.5%	85.7%	14.3%
Teachers	74.5%	25.5%	79.3%	20.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	94.7%	5.3%	86.6%	13.4%
Principals	85.7%	14.3%	89.7%	10.3%
Teachers	45.3%	54.7%	54.3%	45.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	91.6%	8.4%	77.5%	22.5%
Principals	79.1%	20.9%	84.8%	15.2%
Teachers	33.7%	66.3%	46.3%	53.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	97.1%	2.9%	90.1%	9.9%
Principals	92.7%	7.3%	92.8%	7.2%
Teachers	57.8%	42.2%	64.9%	35.1%

Prior to the new law, the teacher evaluation processes in Indiana needed improvement.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	88.8%	11.2%	82.9%	17.1%
Principals	79.9%	20.1%	84.1%	15.9%
Teachers	49.9%	50.1%	52.1%	47.9%

Our district evaluation plan fairly ties teacher performance to compensation.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	65.5%	34.5%	53.7%	46.3%
Principals	46.0%	54.0%	57.6%	42.7%
Teachers	22.5%	77.5%	36.4%	63.6%

The new law has improved teacher evaluation processes in my district.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	84.5%	15.5%	66.9%	33.1%
Principals	65.8%	34.2%	66.7%	33.3%
Teachers	19.5%	80.5%	23.2%	76.9%

An effective teacher evaluation system drives professional development.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	92.9%	7.1%	87.4%	12.6%
Principals	83.0%	17.0%	85.7%	14.3%
Teachers	48.5%	51.5%	53.1%	46.9%

Our district evaluation plan drives our professional development.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	84.6%	15.4%	66.7%	33.3%
Principals	55.6%	44.4%	69.6%	30.4%
Teachers	30.7%	69.3%	37.5%	62.4%

Indiana's law regarding teacher evaluation will result in improved teaching and learning.				
	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	73.8%	26.2%	45.1%	54.9%
Principals	52.5%	47.5%	53.6%	46.4%
Teachers	15.5%	84.5%	21.9%	78.1%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Superintendents	79.8%	20.2%	61.6%	38.4%
Principals	57.1%	42.9%	65.6%	34.4%
Teachers	13.8%	86.2%	23.1%	76.9%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	97.7%	2.3%	89.5%	10.5%
Teachers	43.7%	56.3%	53.8%	46.2%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	94.6%	5.4%	87%	13%
Teachers	39.3%	60.7%	52.8%	47.2%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	99.7%	0.3%	92%	8.0%
Teachers	54.8%	45.2%	64.1%	35.9%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	95.7%	4.3%	99.2%	0.8%
Teachers	54.8%	45.2%	72.3%	27.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	96.1%	3.9%	98.4%	1.6%
Teachers	57.8%	42.2%	72.1%	27.9%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	96.6%	3.4%	96.9%	3.1%
Teachers	41.8%	58.2%	53.8%	46.2%

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 system.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	88.5%	11.5%	96.8%	3.2%
Teachers	44.2%	55.8%	60.9%	39.1%

I am confident that teacher evaluators in my district clearly understand and communicate the teacher evaluation procedure.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	96.8%	3.2%	96.7%	3.3%
Teachers	49.3%	50.7%	60.4%	39.6%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	82.3%	17.7%	87.2%	12.8%
Teachers	44.0%	56.0%	56.3%	43.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	95.0%	5.0%	96.0%	4.0%
Teachers	52.7%	47.3%	63.9%	36.1%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	75.7%	24.3%	80.9%	19.1%
Teachers	28.2%	71.8%	37.8%	62.2%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	89.2%	10.8%	87.3%	12.7%
Teachers	38.9%	61.1%	51.9%	48.1%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	85.4%	14.6%	80.1%	19.9%
Teachers	28.4%	71.6%	39.2%	60.8%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	88.5%	11.5%	93.6%	6.4%
Teachers	44.7%	55.3%	60.5%	39.5%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	72.2%	27.8%	73.8%	26.2%
Teachers	32.9%	67.1%	44.7%	55.3%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	89.3%	10.7%	90.5%	9.5%
Teachers	43.3%	56.7%	52.5%	47.5%

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.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	96.5%	3.5%	99.2%	0.8%
Teachers	49.3%	50.7%	62.1%	37.9%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	100%	0.0%	99.2%	0.8%
Teachers	59.5%	40.5$	68.6%	31.4%

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.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	90.9%	9.1%	90.5%	9.5%
Teachers	36.8%	63.2%	46.3%%	53.7%

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

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	95.0%	5.0%	95.2%	4.8%
Teachers	36.8%	63.2%	49.2%	50.8%

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.

	2014		2016	
	Agree	Disagree	Agree	Disagree
Principals	97.7%	2.3%	94.4%%	5.6%
Teachers	42.1%	57.9%	53.1	46.9%

Appendix C: INTASS vs. Non-INTASS Responses for 2016

I am a teacher in:				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
K-3	23.3%	146	25.3%	300
4-6	23.0%	144	16.6%	198
Middle School	22.7%	142	21.8%	260
High School	31.0%	194	36.3%	432

I am a principal in:				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Elementary	54.7%	29	45.2%	33
Middle School	20.8%	11	24.7%	18
High School	24.5%	13	30.1%	22

My teaching experience is/was at the (superintendent):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Elementary	27.3%	3	35.7%	50
Middle School	72.7%	8	61.4%	86
High School	0.0%	0	2.9%	4

The geographic region that best describes my district (teacher):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Northern Indiana	9.0%	56	50.2%	602
Central Indiana	54.8%	342	19.7%	236
Southern Indiana	36.2%	226	30.1%	361

The geographic region that best describes my district (principal):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Northern Indiana	7.5%	4	31.5%	23
Central Indiana	60.4%	32	41.1%	30
Southern Indiana	32.1%	17	27.4%	20

The geographic region that best describes my district (superintendent):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Northern Indiana	18.2%	2	37.1%	52
Central Indiana	54.5%	6	42.1%	59
Southern Indiana	27.3%	3	20.7%	29

I would describe my district as (teacher):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Rural	37.4%	234	41.5%	496
Suburban	47.0%	294	36.7%	439
Urban	15.7%	98	21.8%	260

I would describe my district as (principal):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Rural	37.7%	20	46.6%	34
Suburban	35.8%	19	41.1%	30
Urban	26.4%	14	12.3%	9

I would describe my district as (superintendent):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Rural	36.4%	4	66.2%	92
Suburban	36.4%	4	22.3%	31
Urban	27.3%	3	11.5%	16

My district has been implementing Indiana's teacher evaluation law for (teacher):				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
0 years	0.0%	0	1.5%	18
1 year	0.3%	2	5.9%	69
2 years	10.2%	62	16.3%	192
3 years or more	89.4%	542	76.3%	898

My district has been implementing Indiana's teacher evaluation law for (principal):

	INTASS District		Non-INTASS District	
Answer	**%**	**Count**	**%**	**Count**
0 years	0.0%	0	5.6%	4
1 year	0.0%	0	4.2%	3
2 years	5.7%	3	13.9%	10
3 years or more	94.3%	50	76.4%	55

My district has been implementing Indiana's teacher evaluation law for (superintendent):

	INTASS District		Non-INTASS District	
Answer	**%**	**Count**	**%**	**Count**
0 years	0.0%	0	0.7%	1
1 year	0.0%	0	2.2%	3
2 years	0.0%	0	6.5%	9
3 years or more	100.0%	11	90.6%	126

I have been a teacher for:

	INTASS District		Non-INTASS District	
Answer	**%**	**Count**	**%**	**Count**
Less than 4 years	12.8%	80	7.8%	94
4-10 years	21.1%	132	21.5%	258
11-15 years	20.4%	128	15.5%	186
16-25 years	23.0%	144	30.4%	365
More than 25 years	22.7%	142	24.7%	296

I have been a principal for:

	INTASS District		Non-INTASS District	
Answer	**%**	**Count**	**%**	**Count**
Less than 4 years	34.0%	18	23.3%	17
4-10 years	32.1%	17	50.7%	37
11-15 years	15.1%	8	8.2%	6
16-25 years	13.2%	7	15.1%	11
More than 25 years	5.7%	3	2.7%	2

I have been in my role as a superintendent for:				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Less than 4 years	27.3%	3	36.4%	51
4-10 years	54.5%	6	37.9%	53
11-15 years	9.1%	1	11.4%	16
16-25 years	9.1%	1	10.0%	14
More than 25 years	0.0%	0	4.3%	6

Are you a teacher of a tested area (ISTEP or ECA)? teacher				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	60.3%	374	56.2%	671
No	39.7%	246	43.8%	524

Were you ever a teacher of a tested area (ISTEP or ECA)? principal				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	66.0%	35	57.5%	42
No	34.0%	18	42.5%	31

Were you ever a teacher of a tested area (ISTEP or ECA)? superintendent				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	45.5%	5	51.4%	71
No	54.5%	6	48.6%	67

Is your teaching assignment in special education? (teacher)				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	16.0%	100	14.6%	174
No	84.0%	524	85.4%	1019

Were you ever a teacher in special education? (principal)

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	9.4%	5	6.8%	5
No	90.6%	48	93.2%	68

Were you ever a teacher in special education? (superintendent)

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	0.0%	0	13.6%	19
No	100.0%	11	86.4%	121

Is your teaching assignment with English Language Learners (teacher)?

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	19.9%	124	21.3%	252
No	80.1%	500	78.7%	933

Were you ever a teacher of English Language Learners (principal)?

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	20.8%	11	16.4%	12
No	79.2%	42	83.6%	61

Were you ever a teacher of English Language Learners (superintendent)?

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	9.1%	1	17.9%	25
No	90.9%	10	82.1%	115

Did you participate in this survey in 2014 (teacher)?

Answer	INTASS District		Non-INTASS District	
	%	Count	%	Count
Yes	22.1%	136	15.1%	176
No	77.9%	480	84.9%	991

Did you participate in this survey in 2014 (principal)?				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	40.4%	21	20.5%	15
No	59.6%	31	79.5%	58

Did you participate in this survey in 2014 (superintendent)?				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	72.7%	8	32.9%	46
No	27.3%	3	67.1%	94

If so, were you in the same role in 2014 as you are now (teacher)?				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	49.7%	194	54.2%	339
No	50.3%	196	45.8%	286

If so, were you in the same role in 2014 as you are now (principal)?				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	64.3%	27	59.6%	31
No	35.7%	15	40.4%	21

If so, were you in the same role in 2014 as you are now (superintendent)?				
	INTASS District		Non-INTASS District	
Answer	%	Count	%	Count
Yes	70.0%	7	53.5%	53
No	30.0%	3	46.5%	46

I believe that student achievement can be validly measured.

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	4.2%	13.2%	9.1%	7.0%	16.4%	15.1%
Agree	30.2%	47.2%	81.8%	26.8%	35.6%	39.6%
Somewhat agree	46.3%	34.0%	9.1%	41.6%	39.7%	35.3%
Neither agree nor disagree	6.1%	0.0%	0.0%	5.5%	2.7%	3.6%
Somewhat disagree	5.8%	1.9%	0.0%	9.7%	2.7%	2.9%
Disagree	5.8%	3.8%	0.0%	6.9%	2.7%	2.2%
Strongly disagree	1.6%	0.0%	0.0%	2.5%	0.0%	1.4%

Our district evaluation plan measures student achievement with validity.

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	1.9%	7.5%	0.0%	2.2%	0.0%	2.1%
Agree	21.8%	56.6%	72.7%	11.0%	18.1%	30.7%
Somewhat agree	35.9%	26.4%	27.3%	33.3%	55.6%	37.9%
Neither agree nor disagree	12.2%	3.8%	0.0%	13.2%	6.9%	12.1%
Somewhat disagree	13.1%	1.9%	0.0%	17.2%	11.1%	10.7%
Disagree	11.2%	3.8%	0.0%	14.9%	6.9%	5.7%
Strongly disagree	3.8%	0.0%	0.0%	8.2%	1.4%	0.7%

I believe that student academic growth can be validly measured.

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	6.1%	17.0%	9.1%	8.9%	15.1%	15.1%
Agree	43.4%	56.6%	45.5%	32.4%	45.2%	43.9%
Somewhat agree	36.7%	22.6%	36.4%	35.5%	32.9%	29.5%
Neither agree nor disagree	3.9%	1.9%	0.0%	5.7%	0.0%	2.2%

	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Somewhat disagree	6.1%	0.0%	9.1%	11.4%	1.4%	7.2%
Disagree	3.2%	1.9%	0.0%	4.7%	5.5%	2.2%
Strongly disagree	0.6%	0.0%	0.0%	1.5%	0.0%	0.0%

Our district assessments measure student growth with validity.

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	2.3%	11.3%	9.1%	2.2%	2.7%	5.0%
Agree	24.5%	45.3%	36.4%	14.4%	31.5%	31.4%
Somewhat agree	38.1%	32.1%	36.4%	34.4%	38.4%	36.4%
Neither agree nor disagree	12.6%	7.5%	9.1%	12.3%	8.2%	14.3%
Somewhat disagree	11.0%	0.0%	9.1%	15.9%	12.3%	8.6%
Disagree	9.0%	3.8%	0.0%	14.1%	5.5%	3.6%
Strongly disagree	2.6%	0.0%	0.0%	6.7%	1.4%	0.7%

I believe that teacher effectiveness affects student achievement.

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	34.3%	62.3%	63.6%	36.2%	78.1%	73.4%
Agree	43.9%	30.2%	18.2%	38.5%	16.4%	20.9%
Somewhat agree	18.9%	7.5%	18.2%	18.8%	4.1%	5.0%
Neither agree nor disagree	1.3%	0.0%	0.0%	2.2%	0.0%	0.7%
Somewhat disagree	1.0%	0.0%	0.0%	1.0%	0.0%	0.0%
Disagree	0.3%	0.0%	0.0%	2.0%	1.4%	0.0%
Strongly disagree	0.3%	0.0%	0.0%	1.3%	0.0%	0.0%

Our district evaluation plan links teaching with student growth:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	13.7%	18.9%	18.2%	17.1%	11.0%	5.0%
Agree	47.6%	52.8%	81.8%	41.4%	45.2%	43.2%
Somewhat agree	21.7%	17.0%	0.0%	19.1%	27.4%	29.5%
Neither agree nor disagree	6.1%	9.4%	0.0%	8.9%	4.1%	8.6%
Somewhat disagree	5.8%	0.0%	0.0%	5.9%	4.1%	6.5%
Disagree	3.8%	1.9%	0.0%	3.7%	4.1%	7.2%
Strongly disagree	1.3%	0.0%	0.0%	3.9%	4.1%	0.0%

I believe that instruction can be accurately and fairly evaluated and judged:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	3.2%	22.6%	36.4%	5.0%	26.0%	21.4%
Agree	24.4%	47.2%	36.4%	22.5%	46.6%	45.0%
Somewhat agree	40.5%	24.5%	27.3%	34.7%	19.2%	22.9%
Neither agree nor disagree	5.8%	0.0%	0.0%	5.0%	1.4%	2.9%
Somewhat disagree	11.9%	3.8%	0.0%	15.3%	5.5%	4.3%
Disagree	10.9%	1.9%	0.0%	10.7%	1.4%	2.9%
Strongly disagree	3.2%	0.0%	0.0%	6.7%	0.0%	0.7%

Our district evaluation plan allows for an accurate and fair evaluation of instruction:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	3.2%	26.4%	45.5%	1.7%	17.8%	10.7%
Agree	30.0%	49.1%	36.4%	14.6%	42.5%	42.1%
Somewhat agree	31.0%	20.8%	18.2%	27.9%	27.4%	28.6%
Neither agree nor disagree	8.1%	0.0%	0.0%	9.6%	6.8%	9.3%
Somewhat disagree	11.3%	1.9%	0.0%	18.3%	2.7%	5.0%
Disagree	11.0%	1.9%	0.0%	17.5%	1.4%	2.9%
Strongly disagree	5.5%	0.0%	0.0%	10.4%	1.4%	1.4%

I believe that teacher evaluation should be linked to student growth:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	2.2%	5.7%	0.0%	2.3%	5.6%	4.3%
Agree	9.3%	32.1%	72.7%	5.8%	27.8%	15.8%
Somewhat agree	39.6%	32.1%	9.1%	21.9%	26.4%	37.4%
Neither agree nor disagree	5.4%	7.5%	0.0%	5.7%	5.6%	8.6%
Somewhat disagree	11.5%	5.7%	9.1%	19.9%	13.9%	9.4%
Disagree	15.0%	9.4%	0.0%	18.3%	6.9%	13.7%
Strongly disagree	16.9%	7.5%	9.1%	26.1%	13.9%	10.8%

Our district evaluation plan fairly ties teacher performance to compensation:

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	2.3%	11.3%	18.2%	1.9%	4.2%	2.1%
Agree	19.0%	34.0%	27.3%	11.9%	26.4%	25.0%
Somewhat agree	20.0%	22.6%	27.3%	16.6%	19.4%	25.0%
Neither agree nor disagree	19.4%	17.0%	27.3%	15.2%	16.7%	17.1%
Somewhat disagree	11.6%	3.8%	0.0%	15.7%	13.9%	11.4%
Disagree	16.5%	9.4%	0.0%	18.1%	11.1%	12.1%
Strongly disagree	11.3%	1.9%	0.0%	20.7%	8.3%	7.1%

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

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	9.1%	32.1%	9.1%	11.6%	24.7%	32.9%
Agree	26.3%	37.7%	81.8%	20.9%	37.0%	32.9%
Somewhat agree	18.8%	18.9%	0.0%	20.4%	19.2%	16.4%
Neither agree nor disagree	26.3%	3.8%	9.1%	20.6%	6.8%	7.1%
Somewhat disagree	5.2%	3.8%	0.0%	9.8%	2.7%	3.6%
Disagree	7.8%	1.9%	0.0%	11.1%	5.5%	6.4%
Strongly disagree	6.5%	1.9%	0.0%	5.6%	4.1%	0.7%

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

	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	0.6%	24.5%	27.3%	1.5%	5.5%	15.7%
Agree	13.5%	37.7%	36.4%	4.9%	26.0%	27.1%
Somewhat agree	18.0%	17.0%	18.2%	12.4%	26.0%	22.9%
Neither agree nor disagree	27.0%	9.4%	0.0%	19.8%	16.4%	9.3%
Somewhat disagree	10.6%	1.9%	9.1%	13.7%	6.8%	4.3%
Disagree	15.4%	7.5%	0.0%	19.6%	9.6%	11.4%
Strongly disagree	14.8%	1.9%	9.1%	28.0%	9.6%	9.3%

An effective teacher evaluation system drives professional development:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	10.6%	32.1%	45.5%	7.7%	20.55%	27.1%
Agree	28.3%	34.0%	45.5%	20.5%	45.21%	41.4%
Somewhat agree	21.2%	18.9%	9.1%	21.5%	20.55%	17.9%
Neither agree nor disagree	10.6%	9.4%	0.0%	13.9%	5.48%	2.9%
Somewhat disagree	9.3%	0.0%	0.0%	10.1%	2.74%	2.1%
Disagree	12.9%	3.8%	0.0%	14.3%	4.11%	2.9%
Strongly disagree	7.1%	1.9%	0.0%	11.9%	1.37%	5.7%

Our district evaluation plan drives our professional development:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	3.2%	11.3%	20.0%	1.5%	5.56%	7.9%
Agree	19.2%	41.5%	50.0%	10.0%	25.00%	20.0%
Somewhat agree	22.4%	30.2%	10.0%	19.1%	29.17%	37.9%
Neither agree nor disagree	18.2%	5.7%	10.0%	17.0%	6.94%	12.1%
Somewhat disagree	11.7%	0.0%	10.0%	10.3%	15.28%	10.0%
Disagree	14.3%	7.5%	0.0%	23.2%	11.11%	9.3%
Strongly disagree	11.0%	3.8%	0.0%	18.9%	6.94%	2.9%

Indiana's law regarding teacher evaluation will result in improved teaching and learning:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	0.6%	7.5%	0.0%	0.2%	1.39%	4.3%
Agree	7.4%	17.0%	36.4%	3.6%	16.67%	12.1%
Somewhat agree	19.9%	37.7%	27.3%	14.2%	29.17%	27.1%
Neither agree nor disagree	17.4%	20.8%	27.3%	15.3%	9.72%	17.9%
Somewhat disagree	15.8%	9.4%	0.0%	14.8%	16.67%	14.3%
Disagree	19.9%	3.8%	9.1%	24.9%	8.33%	12.9%
Strongly disagree	19.0%	3.8%	0.0%	27.1%	18.06%	11.4%

I believe that the relationship between teaching and learning can be accurately applied to an evaluation of teaching:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	2.3%	13.2%	18.2%	1.9%	8.2%	10.8%
Agree	19.4%	43.4%	45.5%	15.0%	52.1%	45.3%
Somewhat agree	38.4%	35.8%	36.4%	33.2%	27.4%	29.5%
Neither agree nor disagree	9.0%	1.9%	0.0%	10.1%	2.7%	2.9%
Somewhat disagree	16.1%	3.8%	0.0%	18.2%	6.8%	5.8%
Disagree	13.2%	1.9%	0.0%	13.7%	1.4%	4.3%
Strongly disagree	1.6%	0.0%	0.0%	7.9%	1.4%	1.4%

Our district evaluation plan effectively reflects the relationship between teaching and learning:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	1.6%	18.9%	27.3%	1.5%	4.2%	8.6%
Agree	20.1%	49.1%	45.5%	10.4%	40.3%	29.3%
Somewhat agree	34.4%	24.5%	27.3%	26.2%	34.7%	37.9%
Neither agree nor disagree	12.3%	3.8%	0.0%	13.6%	11.1%	8.6%
Somewhat disagree	15.3%	0.0%	0.0%	21.1%	4.2%	7.9%
Disagree	12.3%	3.8%	0.0%	18.0%	5.6%	6.4%
Strongly disagree	3.9%	0.0%	0.0%	9.1%	0.0%	1.4%

I believe that teacher evaluation should be tied to merit/compensation:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	3.9%	3.8%	0.0%	4.2%	0.0%	2.9%
Agree	12.2%	13.2%	0.0%	6.6%	11.0%	11.4%
Somewhat agree	21.2%	24.5%	27.3%	21.4%	28.8%	20.7%
Neither agree nor disagree	10.3%	15.1%	27.3%	6.8%	9.6%	12.9%
Somewhat disagree	11.3%	5.7%	9.1%	10.6%	11.0%	9.3%
Disagree	16.1%	17.0%	18.2%	16.7%	11.0%	11.4%
Strongly disagree	25.1%	20.8%	18.2%	33.8%	28.8%	31.4%

Teaching and learning in my district has improved because of our district evaluation plan:						
	INTASS District			Non-INTASS District		
	Teacher	Principal	Superintendent	Teacher	Principal	Superintendent
Strongly agree	1.3%	13.2%	9.1%	0.7%	2.8%	7.1%
Agree	10.1%	39.6%	54.5%	3.1%	22.2%	23.6%
Somewhat agree	21.4%	26.4%	27.3%	12.9%	30.6%	28.6%
Neither agree nor disagree	21.8%	11.3%	0.0%	20.4%	20.8%	15.0%
Somewhat disagree	12.3%	3.8%	9.1%	12.9%	6.9%	7.9%
Disagree	22.1%	3.8%	0.0%	25.2%	9.7%	8.6%
Strongly disagree	11.0%	1.9%	0.0%	24.9%	6.9%	9.3%

I am confident that teacher evaluators in my district understand and recognize effective planning for instruction:				
	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	5.2%	19.2%	3.5%	13.9%
Agree	34.0%	61.5%	21.2%	52.8%
Somewhat agree	23.3%	11.5%	23.0%	20.8%
Neither agree nor disagree	12.9%	3.8%	11.5%	5.6%
Somewhat disagree	9.7%	1.9%	13.8%	4.2%
Disagree	9.1%	1.9%	15.4%	0.0%
Strongly disagree	5.8%	0.0%	11.6%	2.8%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	5.8%	19.2%	5.1%	9.7%
Agree	33.7%	55.8%	17.9%	55.6%
Somewhat agree	24.3%	13.5%	22.0%	20.8%
Neither agree nor disagree	14.6%	9.6%	14.5%	8.3%
Somewhat disagree	9.1%	0.0%	12.0%	1.4%
Disagree	7.1%	1.9%	17.0%	1.4%
Strongly disagree	5.5%	0.0%	11.5%	2.8%

I am confident that teacher evaluators in my district understand and can recognize effective applications of classroom management procedures:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	9.1%	28.8%	5.7%	18.1%
Agree	37.5%	65.4%	26.7%	58.3%
Somewhat agree	23.8%	3.8%	26.5%	11.1%
Neither agree nor disagree	9.4%	1.9%	10.4%	5.6%
Somewhat disagree	9.4%	0.0%	11.5%	2.8%
Disagree	5.9%	0.0%	11.0%	2.8%
Strongly disagree	4.9%	0.0%	8.1%	1.4%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	11.8%	50.9%	7.6%	41.1%
Agree	44.1%	45.3%	33.5%	52.1%
Somewhat agree	21.9%	3.8%	24.0%	5.5%
Neither agree nor disagree	9.8%	0.0%	13.2%	0.0%
Somewhat disagree	6.9%	0.0%	7.8%	1.4%
Disagree	2.6%	0.0%	6.7%	0.0%
Strongly disagree	2.9%	0.0%	7.3%	0.0%

I am confident that teacher evaluators in my district understand the requirements of the evaluation system:				
	INTASS District		Non-INTASS District	
	Teacher	**Principal**	**Teacher**	**Principal**
Strongly agree	13.1%	56.6%	8.5%	41.1%
Agree	41.5%	39.6%	32.3%	52.1%
Somewhat agree	24.8%	3.8%	23.5%	4.1%
Neither agree nor disagree	10.5%	0.0%	14.1%	0.0%
Somewhat disagree	5.2%	0.0%	8.5%	1.4%
Disagree	1.6%	0.0%	7.4%	0.0%
Strongly disagree	3.3%	0.0%	5.8%	1.4%

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:				
	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	8.2%	34.0%	5.6%	24.7%
Agree	33.6%	58.5%	23.4%	63.0%
Somewhat agree	28.3%	5.7%	23.7%	8.2%
Neither agree nor disagree	6.9%	0.0%	12.7%	0.0%
Somewhat disagree	12.2%	1.9%	15.6%	4.1%
Disagree	6.6%	0.0%	10.8%	0.0%
Strongly disagree	4.3%	0.0%	8.3%	0.0%

I am confident that teacher evaluators in my district can provide clear feedback that helps me improve teaching and learning:				
	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	6.2%	32.1%	4.1%	27.4%
Agree	30.0%	52.8%	19.5%	56.2%
Somewhat agree	30.3%	15.1%	21.5%	11.0%
Neither agree nor disagree	9.8%	0.0%	14.1%	2.7%
Somewhat disagree	10.4%	0.0%	14.9%	2.7%
Disagree	7.5%	0.0%	15.0%	0.0%
Strongly disagree	5.9%	0.0%	10.9%	0.0%

I am confident that teacher evaluators in my district clearly understand and communicate the teacher evaluation procedures:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	8.8%	50.9%	5.3%	17.8%
Agree	34.2%	43.4%	25.1%	69.9%
Somewhat agree	25.7%	5.7%	23.7%	6.8%
Neither agree nor disagree	10.1%	0.0%	13.8%	4.1%
Somewhat disagree	10.4%	0.0%	11.6%	1.4%
Disagree	5.2%	0.0%	10.7%	0.0%
Strongly disagree	5.5%	0.0%	9.8%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	8.1%	28.3%	3.6%	15.1%
Agree	31.9%	58.5%	23.3%	60.3%
Somewhat agree	28.7%	9.4%	22.4%	15.1%
Neither agree nor disagree	8.8%	3.8%	13.8%	2.7%
Somewhat disagree	10.4%	0.0%	15.8%	5.5%
Disagree	6.5%	0.0%	12.1%	1.4%
Strongly disagree	5.5%	0.0%	9.0%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	7.9%	34.0%	4.8%	11.0%
Agree	35.1%	47.2%	18.8%	47.9%
Somewhat agree	26.2%	13.2%	23.2%	23.3%
Neither agree nor disagree	12.5%	3.8%	14.7%	6.8%
Somewhat disagree	10.5%	1.9%	14.5%	6.8%
Disagree	4.6%	0.0%	14.1%	2.7%
Strongly disagree	3.3%	0.0%	10.1%	1.4%

I am confident that teacher evaluators in my district can effectively use both formal and informal setting to provide feedback and discussion in a constructive manner:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	8.9%	28.3%	5.1%	24.7%
Agree	38.4%	58.5%	26.4%	60.3%
Somewhat agree	26.9%	11.3%	25.0%	9.6%
Neither agree nor disagree	8.9%	1.9%	12.8%	1.4%
Somewhat disagree	9.5%	0.0%	11.7%	4.1%
Disagree	4.6%	0.0%	11.7%	0.0%
Strongly disagree	3.0%	0.0%	7.3%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	3.6%	11.3%	2.7%	4.1%
Agree	21.8%	47.2%	12.5%	38.4%
Somewhat agree	23.4%	24.5%	15.1%	37.0%
Neither agree nor disagree	20.8%	15.1%	22.5%	2.7%
Somewhat disagree	12.9%	0.00%	18.1%	12.3%
Disagree	11.2%	1.9%	15.2%	2.7%
Strongly disagree	6.3%	0.0%	13.9%	2.7%

I am confident that teacher evaluators in my district understand and can communicate how to use assessments results in the evaluation process:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	4.3%	15.1%	2.9%	8.2%
Agree	28.1%	58.5%	19.6%	47.9%
Somewhat agree	26.7%	17.0%	23.0%	28.8%
Neither agree nor disagree	18.5%	5.7%	19.7%	4.1%
Somewhat disagree	10.9%	1.9%	12.9%	5.5%
Disagree	7.3%	1.9%	12.7%	4.1%
Strongly disagree	4.3%	0.0%	9.3%	1.4%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	3.0%	7.5%	2.1%	5.5%
Agree	23.8%	66.0%	12.3%	41.1%
Somewhat agree	21.1%	13.2%	17.0%	28.8%
Neither agree nor disagree	22.4%	11.3%	24.9%	13.7%
Somewhat disagree	11.9%	1.9%	15.1%	2.7%
Disagree	12.9%	0.0%	17.3%	8.2%
Strongly disagree	5.0%	0.0%	11.3%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	7.0%	32.1%	4.3%	11.0%
Agree	39.1%	49.1%	25.2%	58.9%
Somewhat agree	23.8%	15.1%	24.5%	21.9%
Neither agree nor disagree	11.3%	3.8%	15.3%	4.1%
Somewhat disagree	7.6%	0.0%	12.7%	4.1%
Disagree	7.0%	0.0%	9.8%	0.0%
Strongly disagree	4.3%	0.0%	8.2%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	5.3%	13.2%	3.9%	6.8%
Agree	28.1%	50.9%	18.7%	35.6%
Somewhat agree	21.5%	18.9%	14.9%	24.7%
Neither agree nor disagree	23.8%	13.2%	27.0%	11.0%
Somewhat disagree	6.6%	3.8%	10.6%	15.1%
Disagree	9.6%	0.0%	15.6%	4.1%
Strongly disagree	5.3%	0.0%	9.3%	2.7%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	4.6%	18.9%	2.9%	8.2%
Agree	29.5%	71.7%	20.2%	57.5%
Somewhat agree	27.5%	3.8%	23.9%	21.9%
Neither agree nor disagree	14.4%	3.8%	18.4%	8.2%
Somewhat disagree	10.8%	1.9%	16.4%	2.7%
Disagree	7.9%	0.0%	11.1%	1.4%
Strongly disagree	5.2%	0.0%	7.2%	0.0%

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:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	8.2%	37.7%	4.5%	36.1%
Agree	33.7%	52.8%	24.3%	54.2%
Somewhat agree	28.8%	9.4%	26.4%	8.3%
Neither agree nor disagree	9.8%	0.0%	14.0%	1.4%
Somewhat disagree	8.5%	0.0%	12.7%	0.0%
Disagree	5.9%	0.0%	9.9%	0.0%
Strongly disagree	5.2%	0.0%	8.2%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	14.1%	54.7%	9.6%	42.5%
Agree	39.3%	43.4%	34.0%	47.9%
Somewhat agree	22.0%	1.9%	21.0%	8.2%
Neither agree nor disagree	6.6%	0.0%	8.9%	1.4%
Somewhat disagree	7.2%	0.0%	9.4%	0.0%
Disagree	7.2%	0.0%	7.4%	0.0%
Strongly disagree	3.6%	0.0%	9.7%	0.0%

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:

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	4.0%	13.2%	2.7%	16.4%
Agree	28.1%	62.3%	18.4%	43.8%
Somewhat agree	21.9%	18.9%	20.8%	27.4%
Neither agree nor disagree	23.5%	3.8%	22.8%	6.8%
Somewhat disagree	10.9%	1.8%	12.3%	2.7%
Disagree	7.9%	0.0%	13.0%	0.0%
Strongly disagree	3.7%	0.0%	10.0%	2.7%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	5.6%	9.4%	3.3%	15.1%
Agree	30.0%	79.2%	17.6%	61.6%
Somewhat agree	24.1%	9.4%	21.1%	16.4%
Neither agree nor disagree	13.2%	0.0%	13.7%	5.5%
Somewhat disagree	11.9%	1.9%	15.4%	1.4%
Disagree	9.6%	0.0%	15.8%	0.0%
Strongly disagree	5.6%	0.0%	13.2%	0.0%

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

	INTASS District		Non-INTASS District	
	Teacher	Principal	Teacher	Principal
Strongly agree	5.2%	45.3%	4.5%	23.3%
Agree	34.4%	47.2%	20.3%	61.6%
Somewhat agree	22.6%	1.9%	21.7%	9.6%
Neither agree nor disagree	15.7%	5.7%	14.3%	1.4%
Somewhat disagree	9.8%	0.0%	13.6%	4.1%
Disagree	7.5%	0.0%	14.3%	0.0%
Strongly disagree	4.6%	0.0%	11.4%	0.0%

Appendix D: Superintendent Only Responses for 2016

Which model have you selected?		
	%	Count
RISE or Modified RISE	72.2%	109
Danielson	5.3%	8
Marzano	2.0%	3
TAP	1.3%	2
MCREL	0.7%	1
Developed our own	16.6%	25
Other (PAR)	2.0%	3
Total	100%	151

Please rate the impact of the following factors on your plan development and implementation:										
	Major Effect	Count	Moderate Effect	Count	Neutral	Count	Minor Effect	Count	No Effect	Count	Total Count
Sufficient support for teacher evaluation system development and adoption	20.0%	29	42.8%	62	28.3%	41	6.9%	10	2.1%	3	145
Teacher support for adoption of system	28.8%	42	43.8%	64	17.1%	25	7.5%	11	2.7%	4	146
Sufficient training for implementation	28.3%	41	45.5%	66	17.9%	26	5.5%	8	2.8%	4	145
Transparency of system	42.4%	61	38.2%	55	13.2%	19	4.2%	6	2.1%	3	144
Ease of use/flexibility of system	28.3%	41	44.1%	64	15.2%	22	9.7%	14	2.8%	4	145
Cost of system	21.0%	30	30.8%	44	28.7%	41	11.2%	16	8.4%	12	143
Reliability and relevance of the system to improve student achievement	22.1%	32	41.4%	60	20.0%	29	11.0%	16	5.5%	8	145
Reliability and relevance of system to judge teachers fairly	29.9%	43	41.7%	60	13.2%	19	6.9%	10	8.3%	12	144
Reliability and relevance to improve teacher effectiveness	26.4%	38	45.1%	65	13.9%	20	6.9%	10	7.6%	11	144

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

	Extremely Concerned	Count	Very Concerned	Count	Somewhat Concerned	Count	Slightly Concerned	Count	Not Concerned		Total Count
Resources to conduct classroom observations	15.0%	22	27.9%	41	29.9%	44	10.9%	16	16.3%	24	147
Resources to collect student performance data	20.3%	30	33.1%	49	25.7%	38	12.2%	18	8.8%	13	148
Resources to provide training for evaluators	12.8%	19	26.4%	39	32.4%	48	12.2%	18	16.2%	24	148
Resources to provide training for staff	16.9%	25	29.1%	43	29.7%	44	12.2%	18	12.2%	18	148
Resources for the increased compensation component	50.0%	74	25.0%	37	12.8%	19	7.4%	11	4.7%	7	148
Building the capacity for understanding among school personnel	11.5%	17	35.8%	53	32.4%	48	12.8%	19	7.4%	11	148
Communication to key stakeholders	13.6%	20	25.2%	37	29.9%	44	18.4%	27	12.9%	19	147
On-going support for professional development	26.5%	39	38.8%	57	20.4%	30	6.8%	10	7.5%	11	147
Clear guidance concerning the interpretation of Indiana's teacher evaluation law	24.3%	36	29.7%	44	24.3%	36	14.9%	22	6.8%	10	148
Alignment of Indiana's law with policy	20.4%	30	28.6%	42	27.2%	40	14.3%	21	9.5%	14	147

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

	%	Count
Hiring additional personnel for this purpose	13.1%	18
Contracting with external observers/evaluators	0.7%	1
Revising job descriptions for department chairs, team leaders, grade level leaders, assistant principals, etc.	29.2%	40
Re-classifying staff to take on responsibility	11.7%	16
Other	45.3%	62
Total	100%	137

Have you or will you implement data management infrastructure changes to help manage the teacher evaluation process?		
	%	Count
Yes	73.3%	107
No	26.7%	39
Total	100%	146

What changes have you or will you implement? (Select all that apply)		
	%	Count
Supplement existing data management software packages	47.2%	60
Purchase new data management software as the primary data system	42.5%	54
Contract with external data management services providers	20.5%	26
Share data management and data storage responsibilities with another district or districts	3.9%	5
Other	15.0%	19
Total	100%	127

Please rate the importance of the following in your implementation of teacher evaluations:								
	Very Important	Count	Important	Count	Somewhat Important	Count	Not Important	Count	Total Count
Consistent, clear and accurate communications regarding the law's implementation	59.2%	87	33.3%	49	6.8%	10	0.7%	1	147
Clear guidelines and criteria for plan development and implementation	58.5%	86	38.1%	56	2.7%	4	0.7%	1	147
Professional development and training of evaluators to ensure fidelity of implementation	65.1%	95	30.8%	45	4.1%	6	0.0%	0	146

Appendix E: 2016 Survey by Years of Experience (Teacher)

Time in Position
- < 4 years
- 4–10 years
- 11–15 years
- 16–25 years
- 25+ years
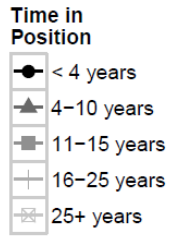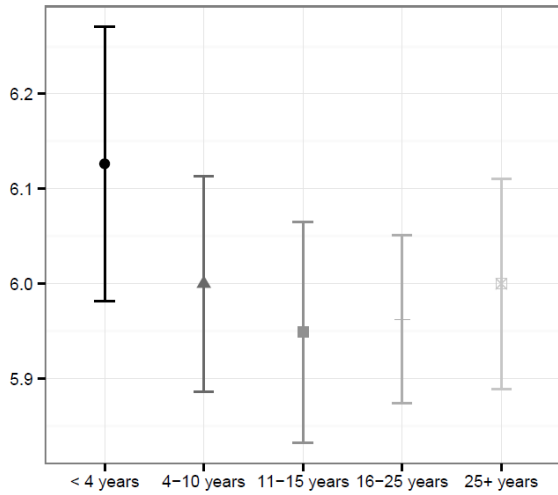
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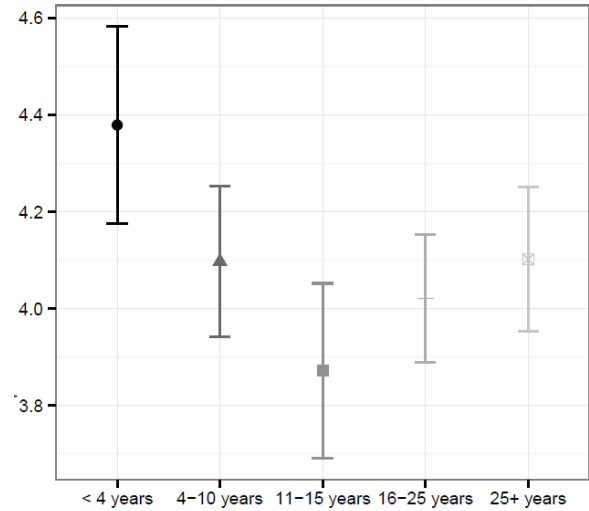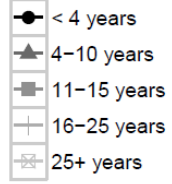
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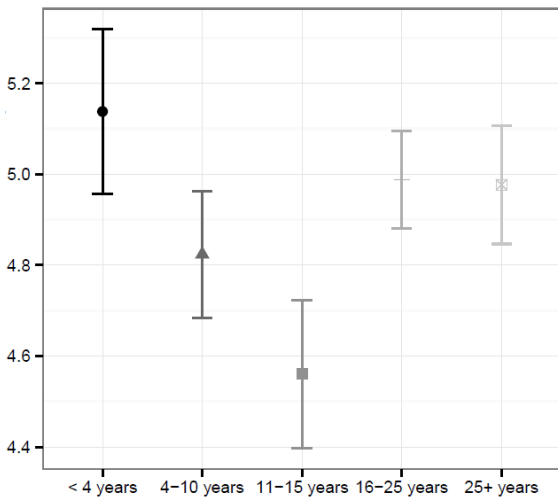
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Question 12

Time in Position
- < 4 years
- 4–10 years
- 11–15 years
- 16–25 years
- 25+ years
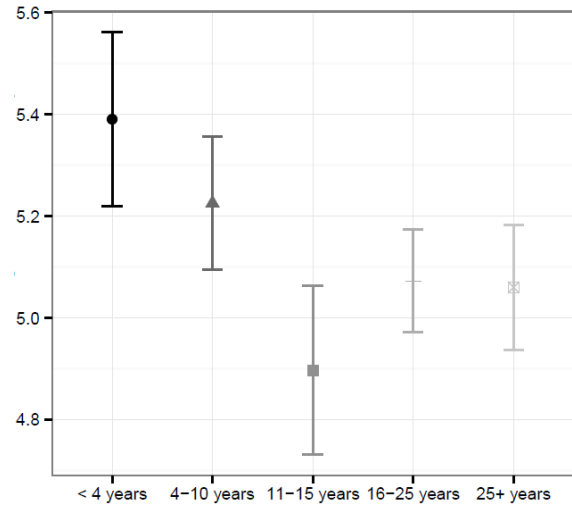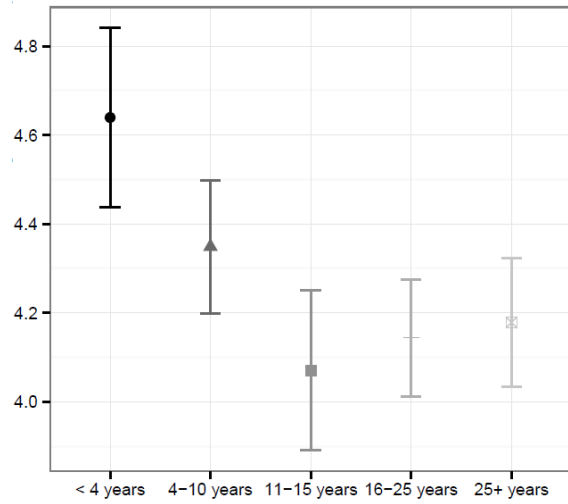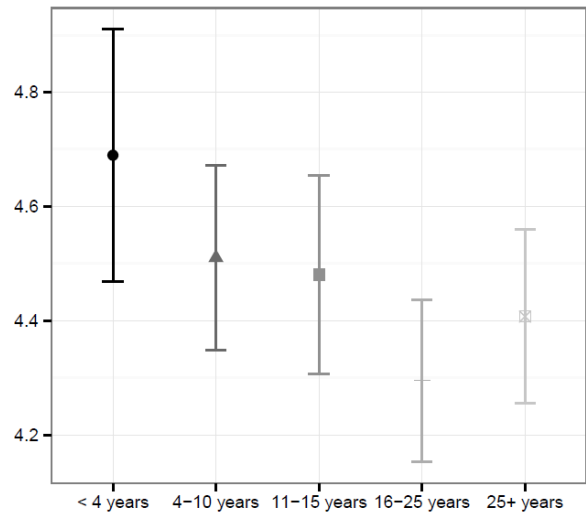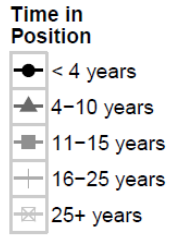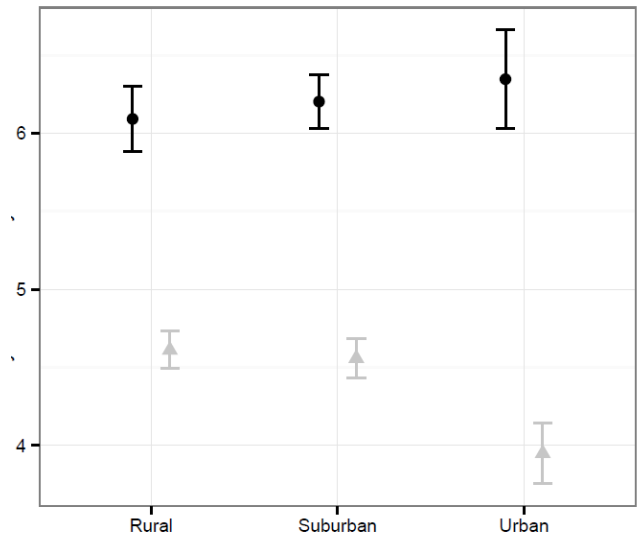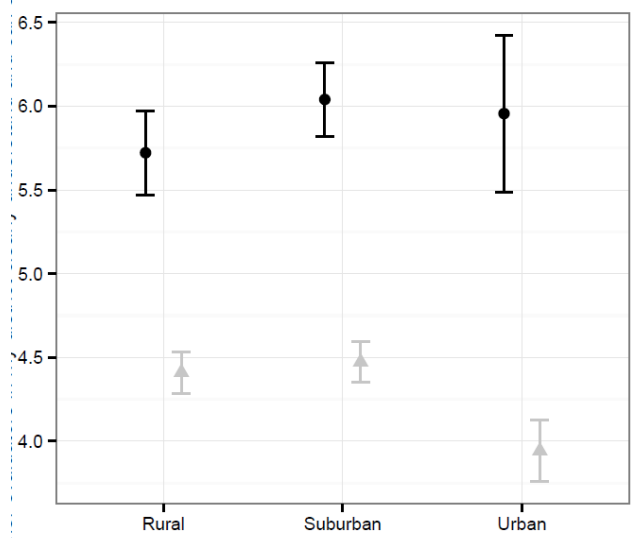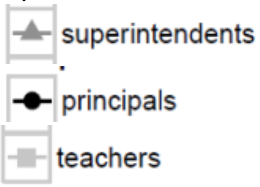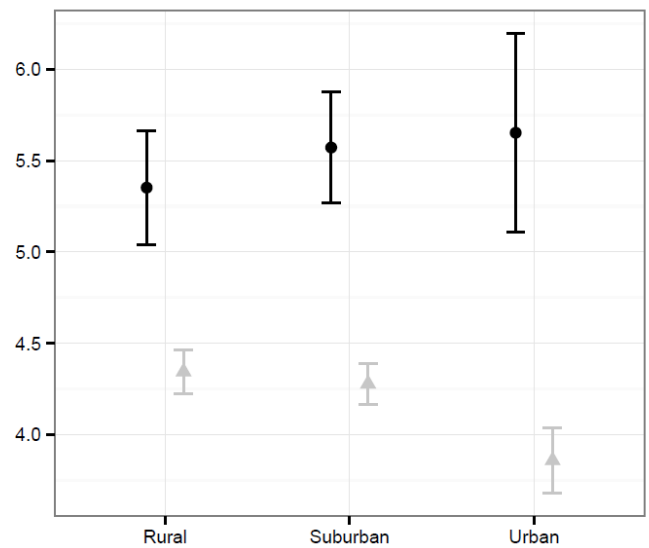
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Question 15

Question 14

Question 16

Question 17

Question 19

Question 18

Question 20

Time in
Position
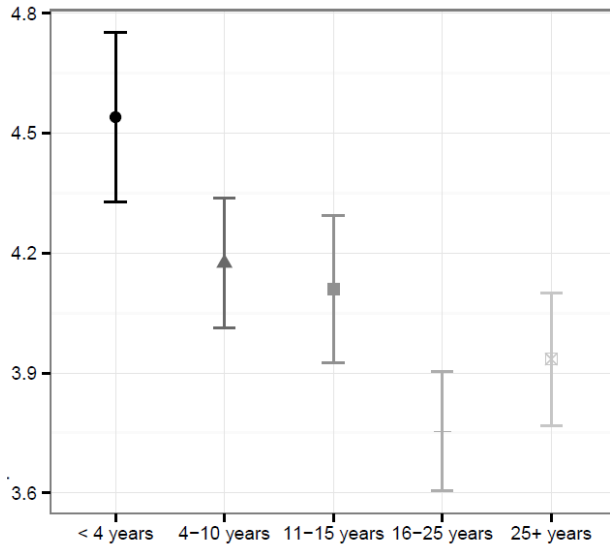
● < 4 years
▲ 4–10 years
■ 11–15 years
+ 16–25 years
⊠ 25+ years
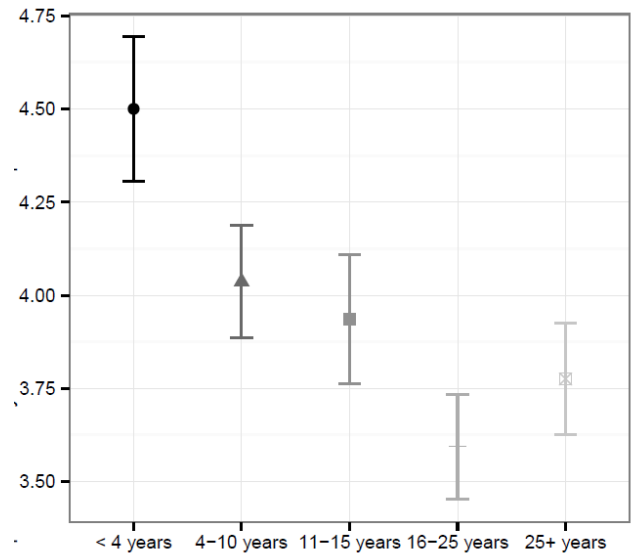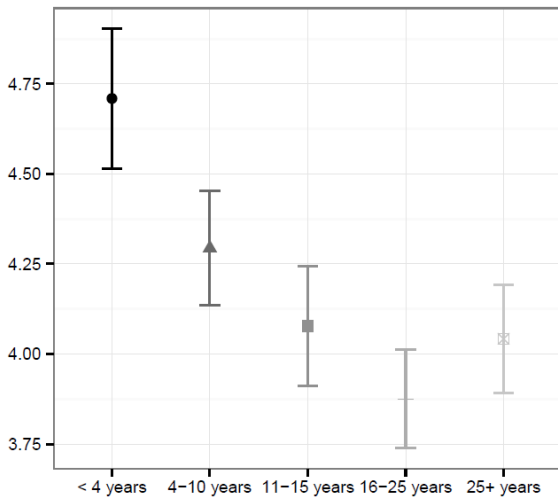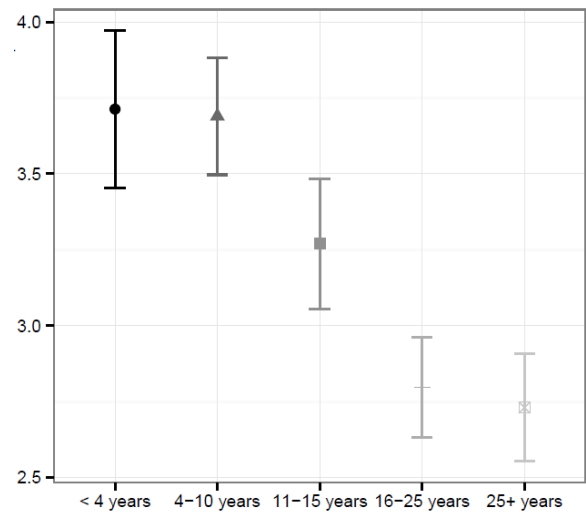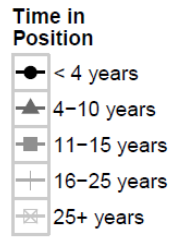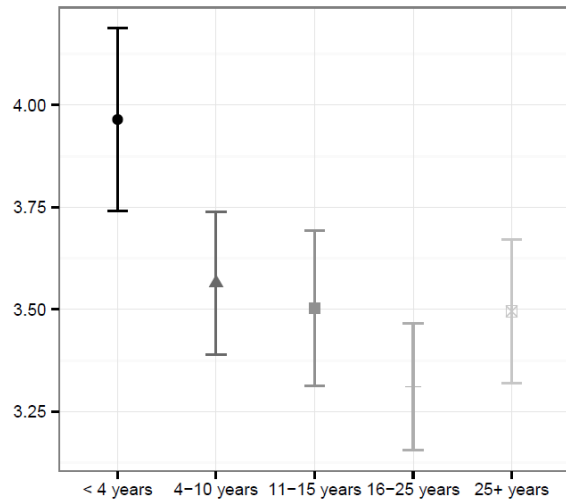
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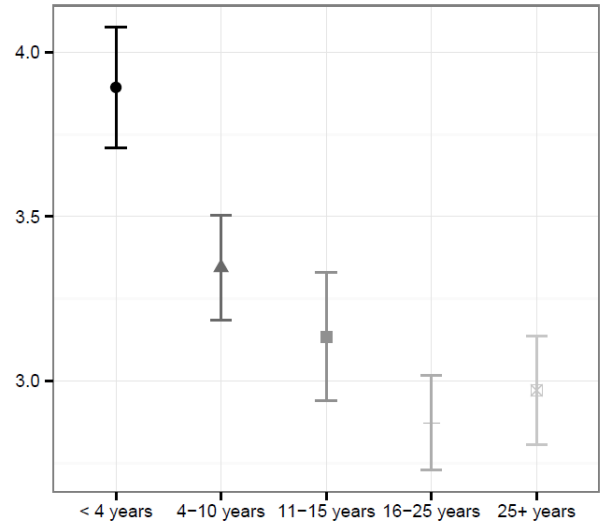
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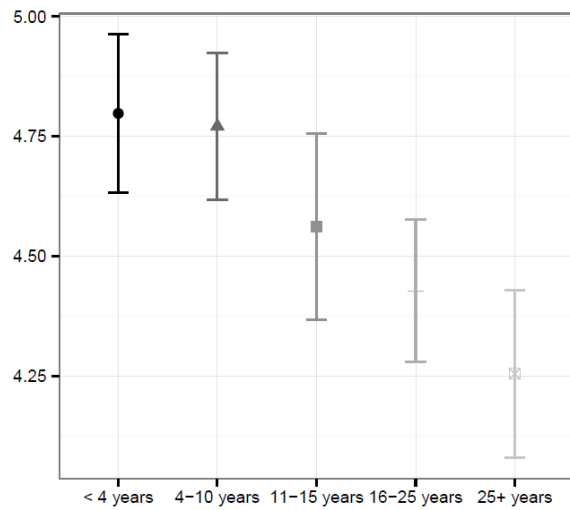
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Time in Position

- ● < 4 years
- ▲ 4–10 years
- ■ 11–15 years
- ┼ 16–25 years
- ⊠ 25+ years
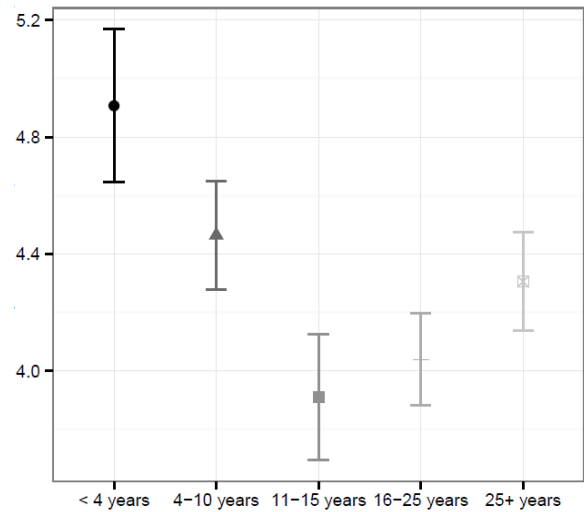
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Question 27

Question 26

Question 28

Time in Position
- ● < 4 years
- ▲ 4-10 years
- ■ 11-15 years
- + 16-25 years
- ⊠ 25+ years
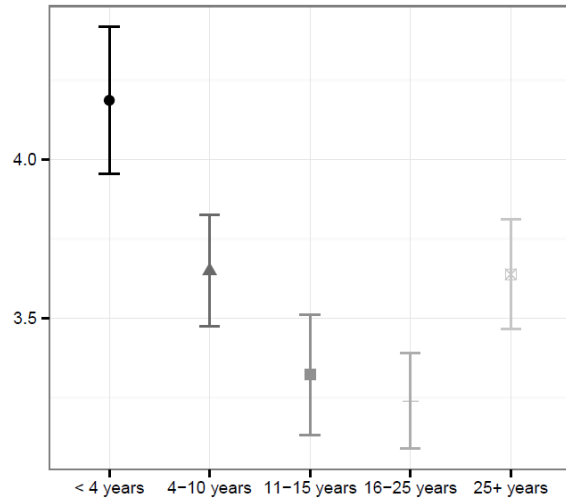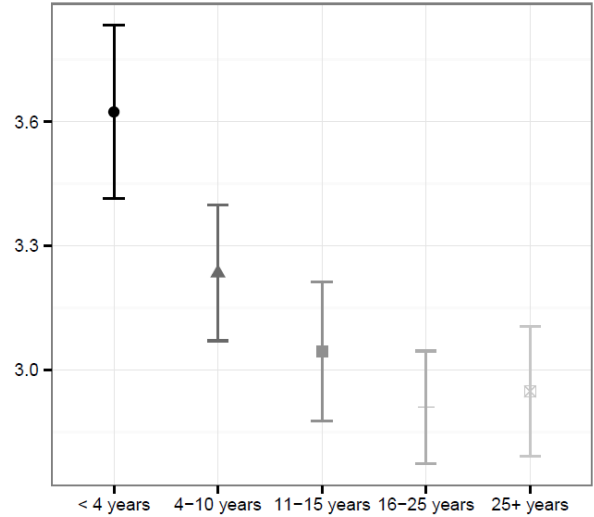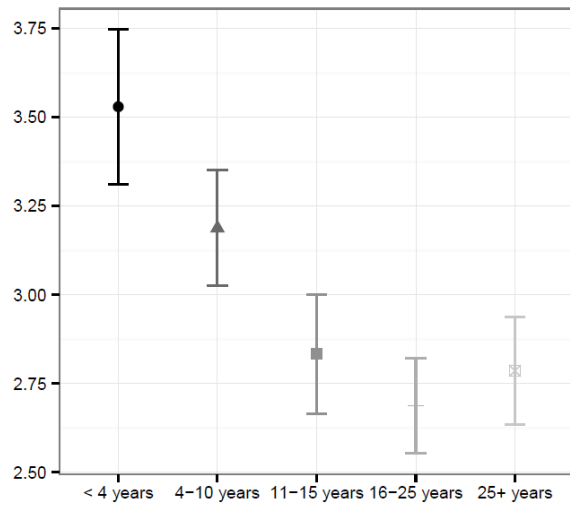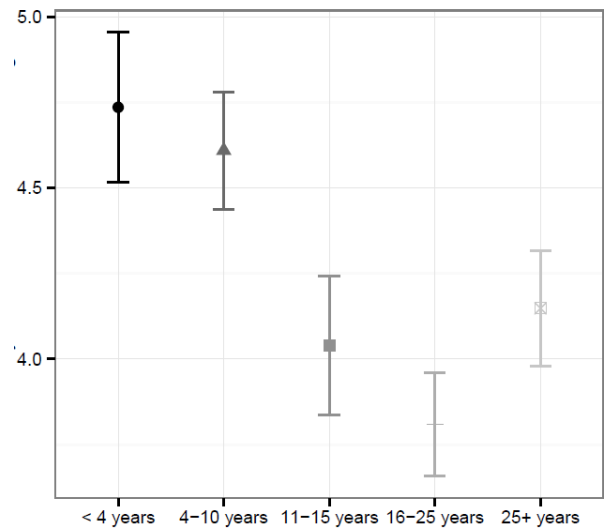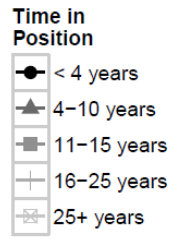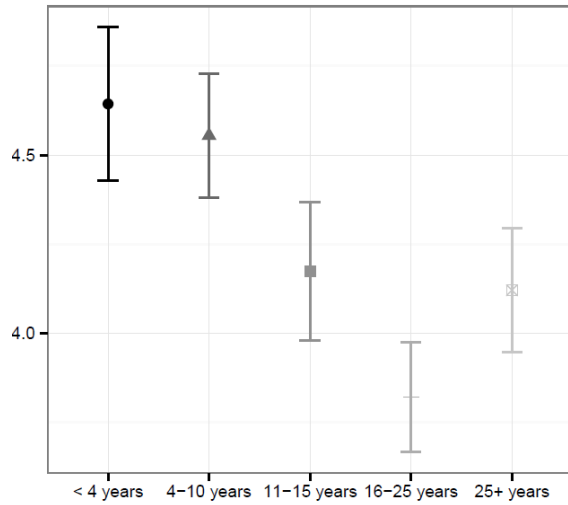
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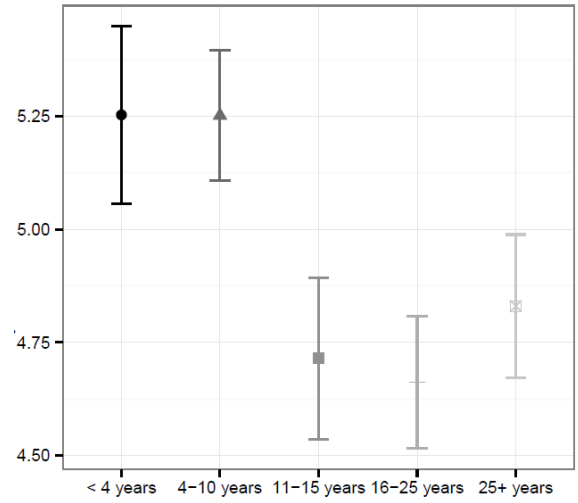
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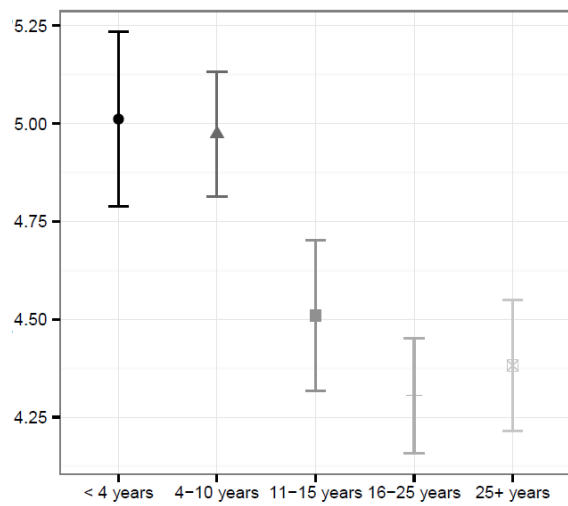
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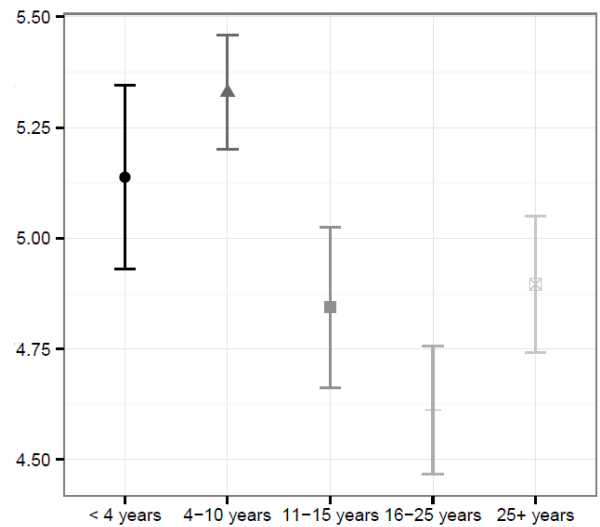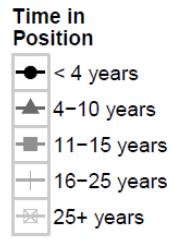
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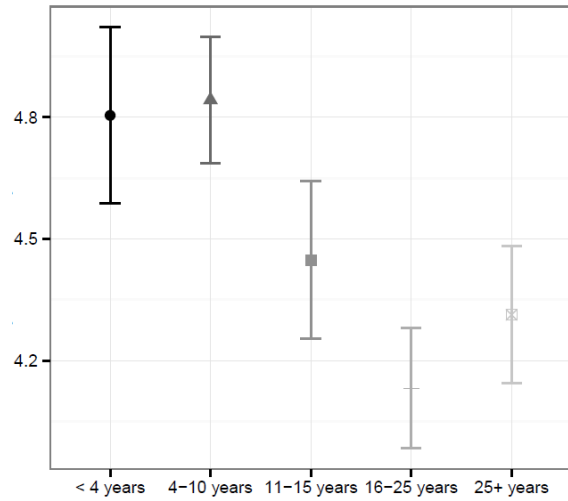
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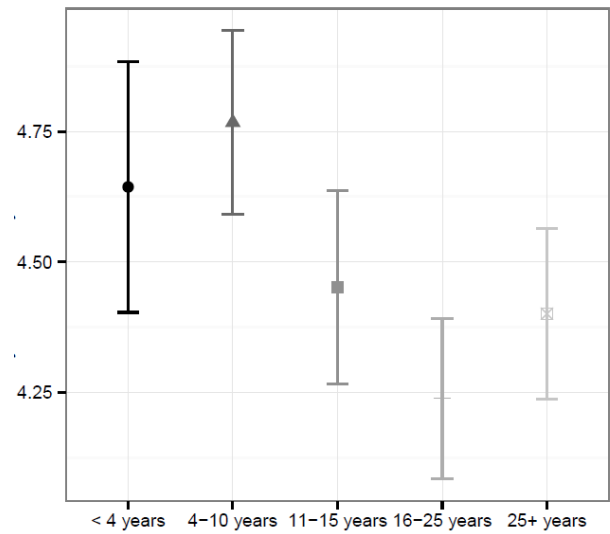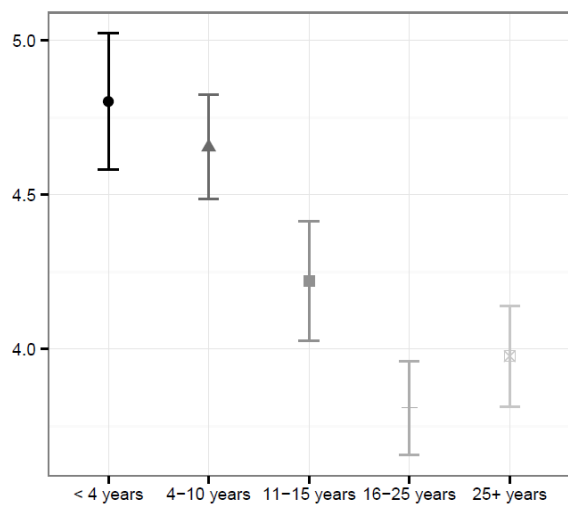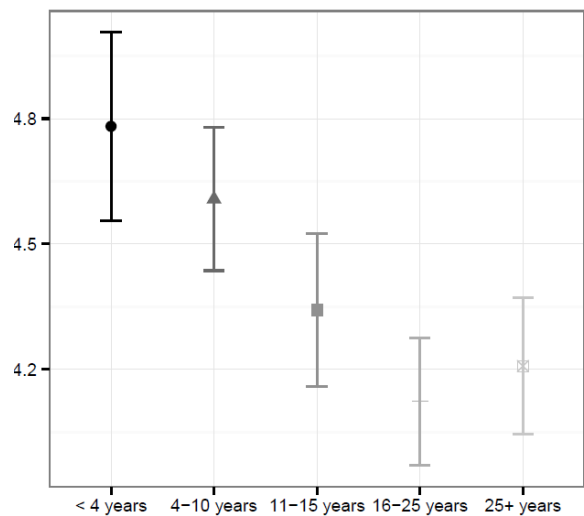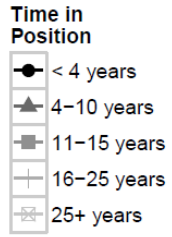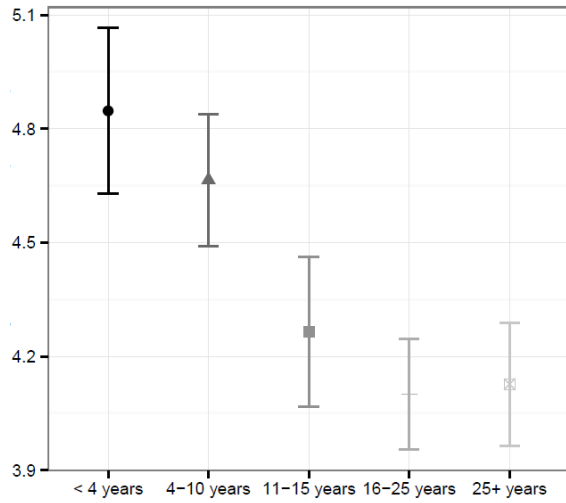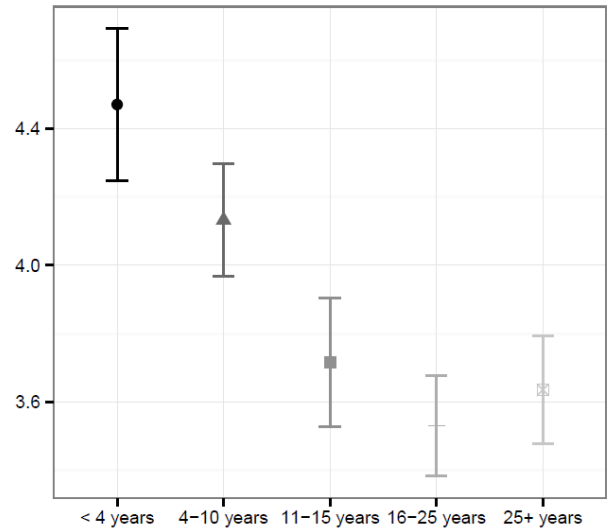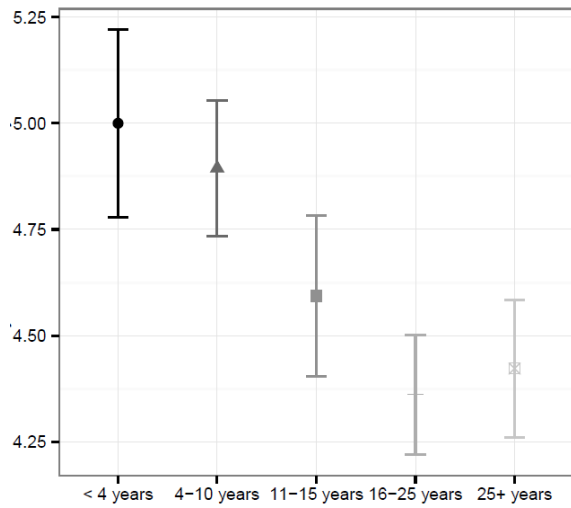
Question 34

Question 36

Time in
Position
- ●— < 4 years
- ▲— 4–10 years
- ■— 11–15 years
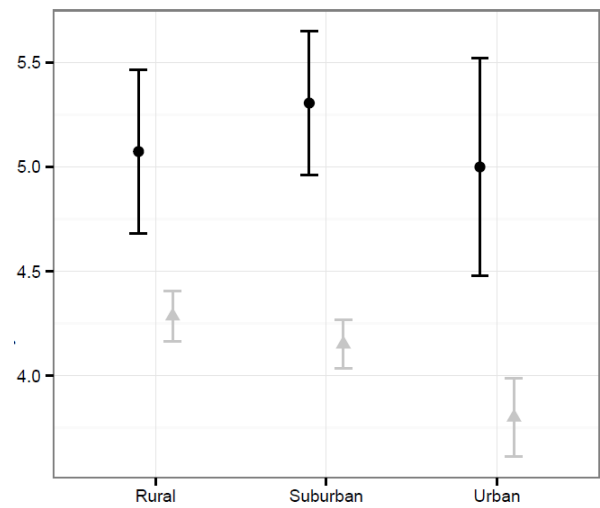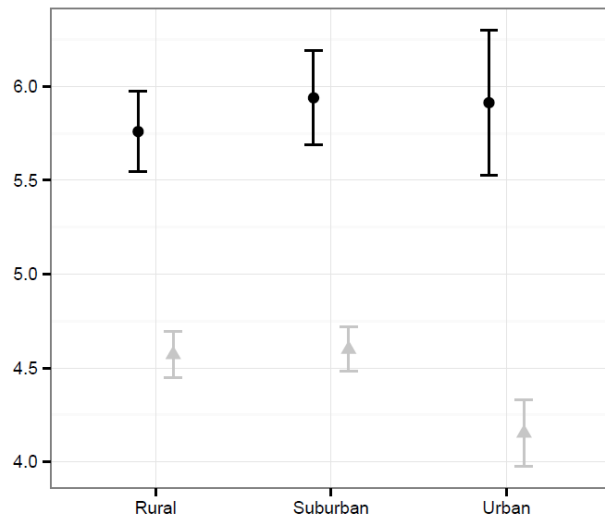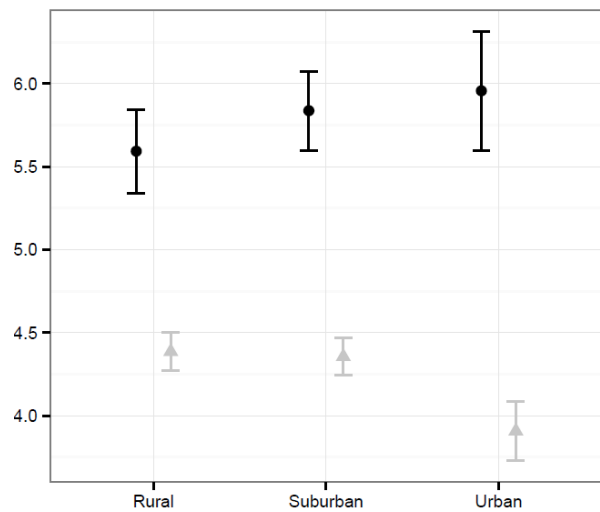- +— 16–25 years
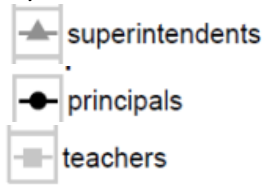- ⊠— 25+ years
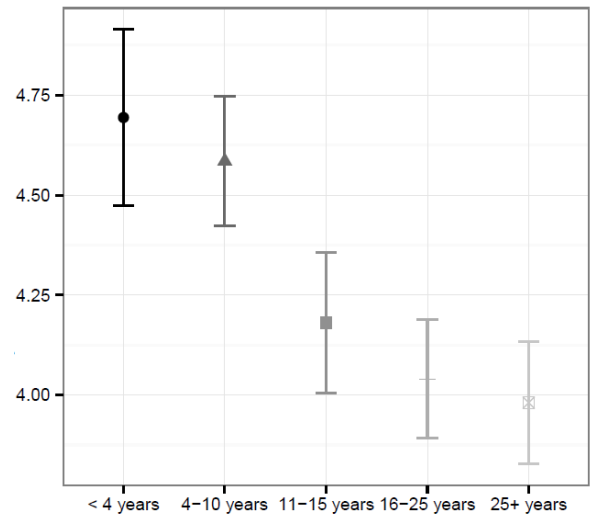
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Question 39

Question 38

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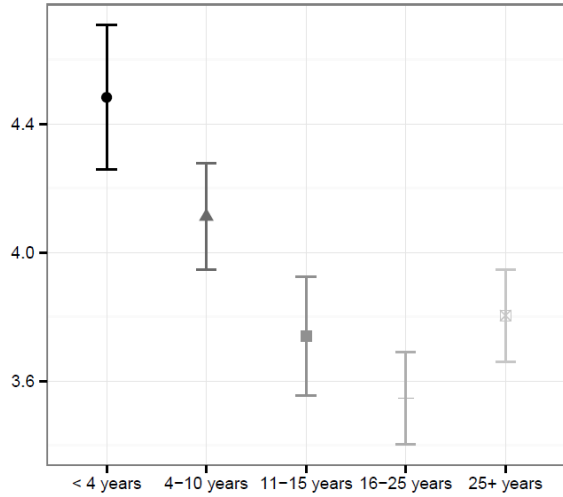
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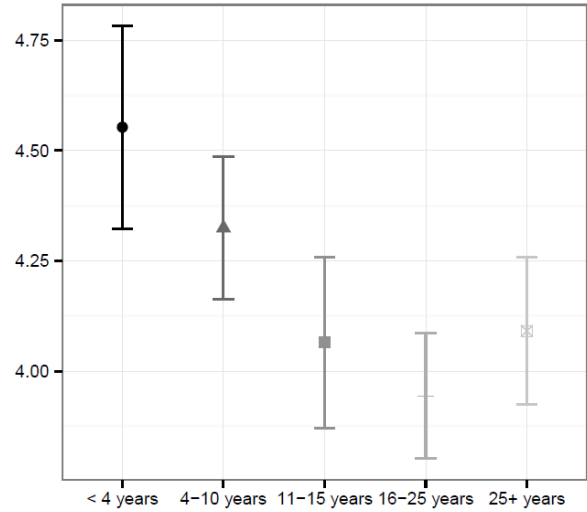
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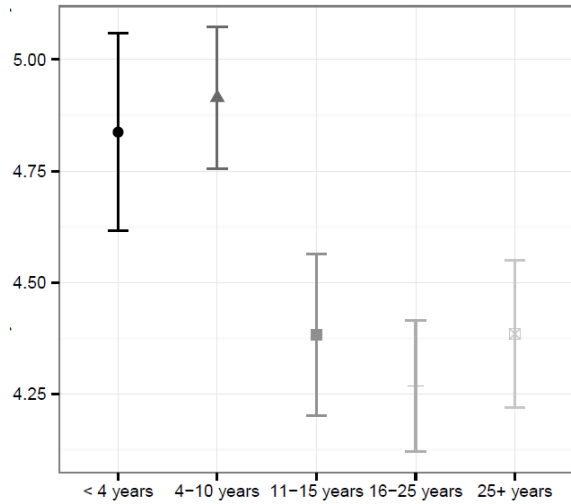
Question 42

Question 44

Time in Position
- ● < 4 years
- ▲ 4–10 years
- ■ 11–15 years
- ┼ 16–25 years
- ⊠ 25+ years

Question 45

Question 47

Question 46

Question 48

Time in Position

- ● < 4 years
- ▲ 4–10 years
- ■ 11–15 years
- ╋ 16–25 years
- ⊠ 25+ years
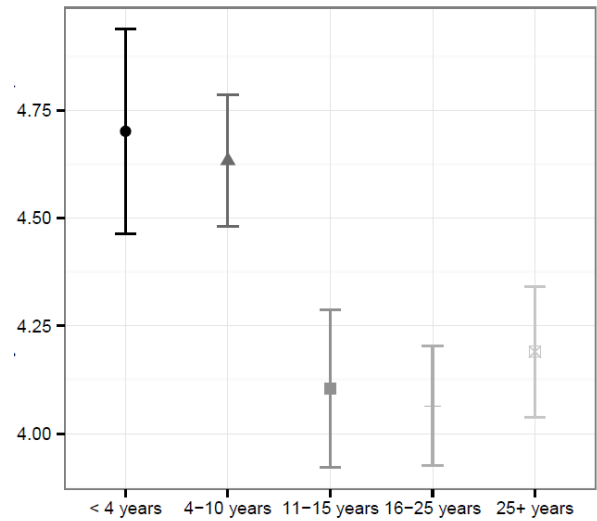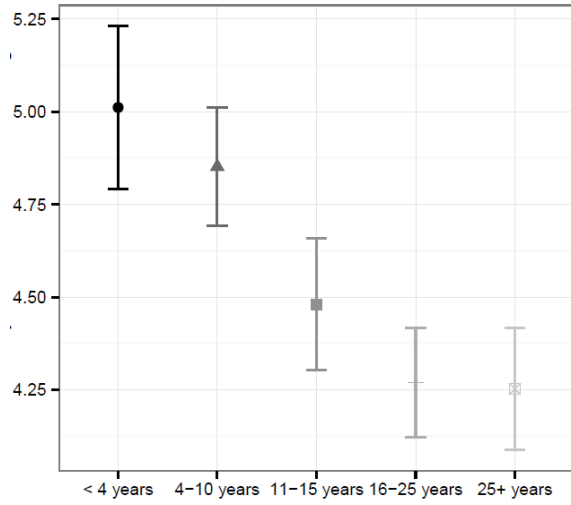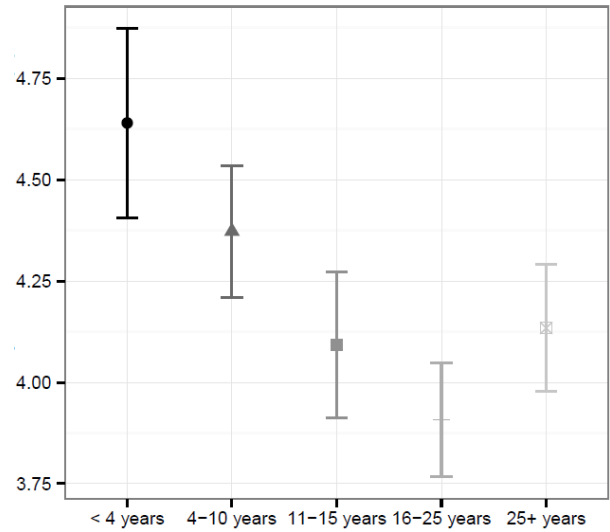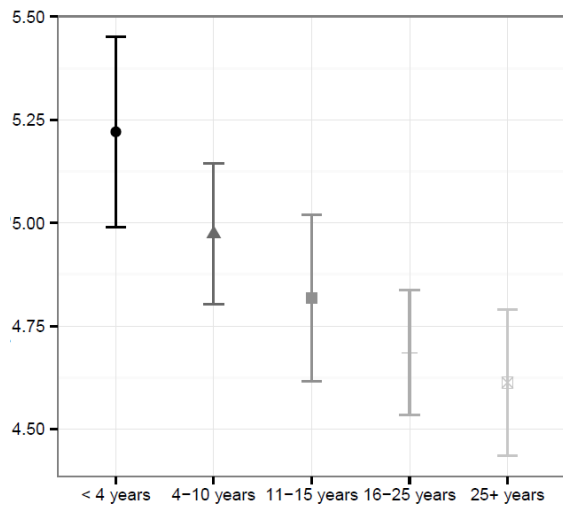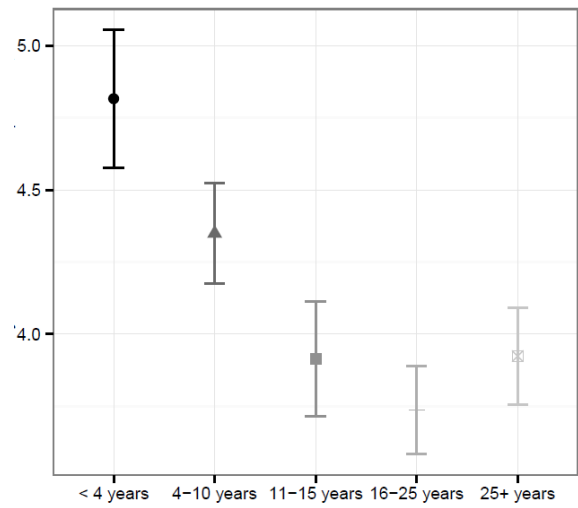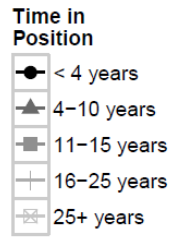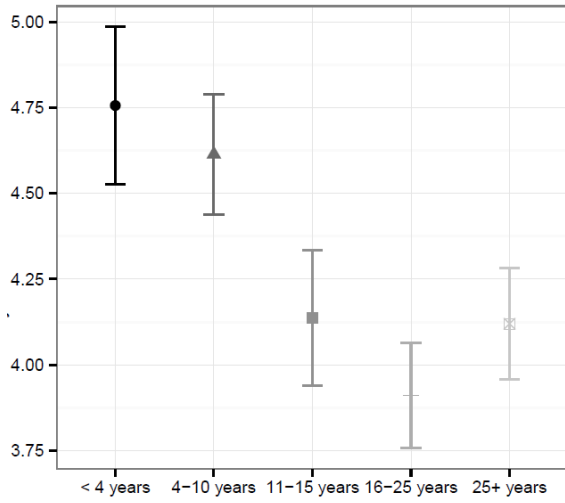
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Appendix F: 2016 Survey by Rurality Significance

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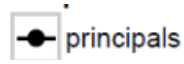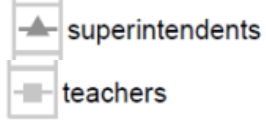
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Question 11

Question 10

Question 12

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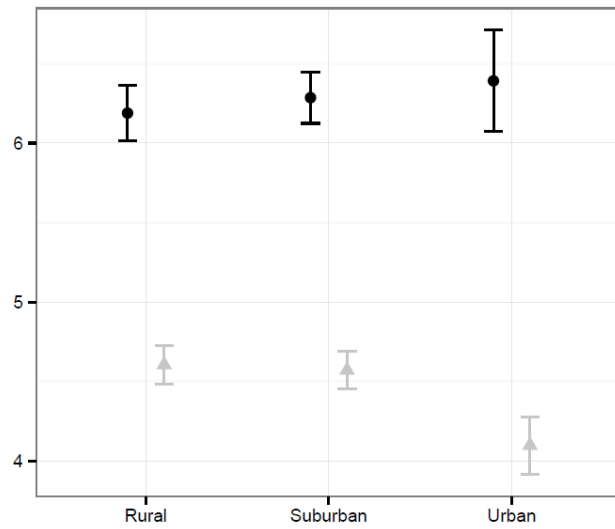
superintendents
principals
teachers
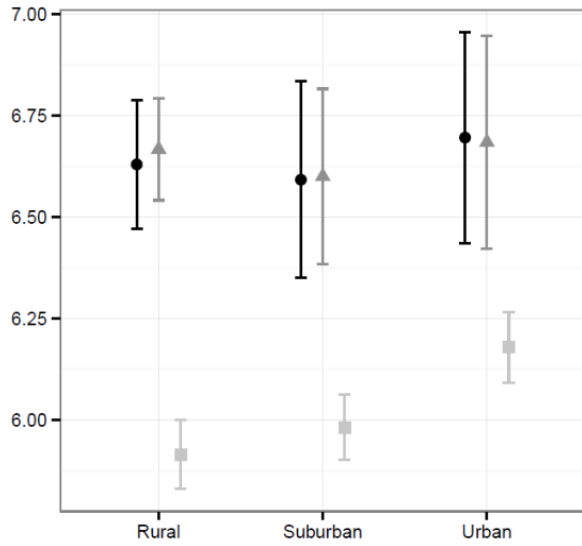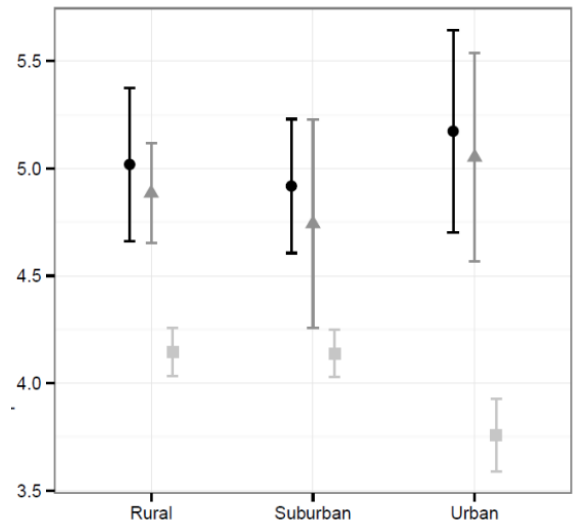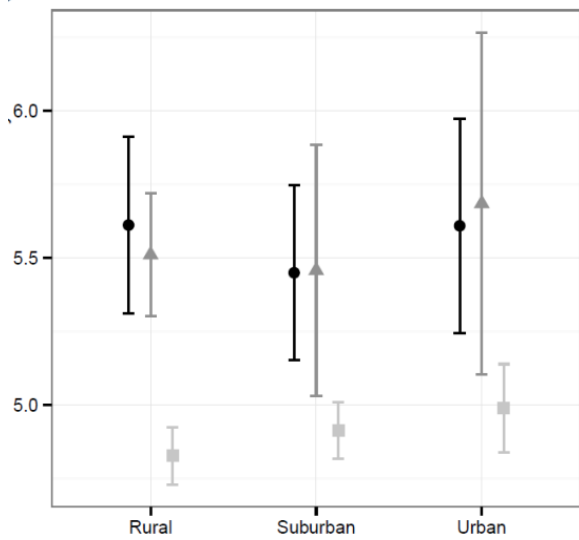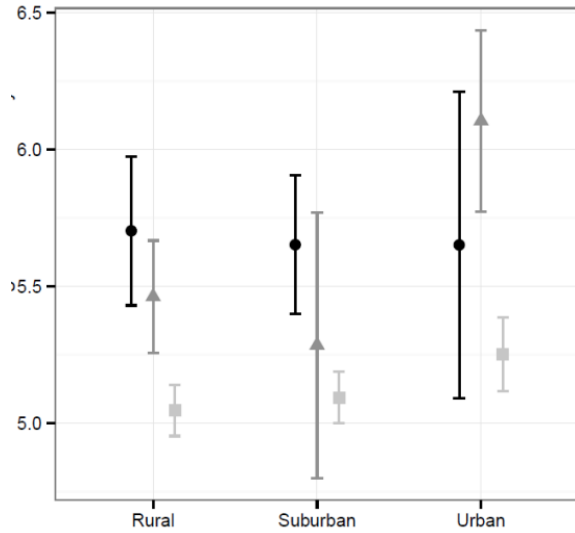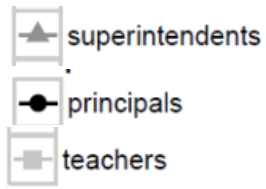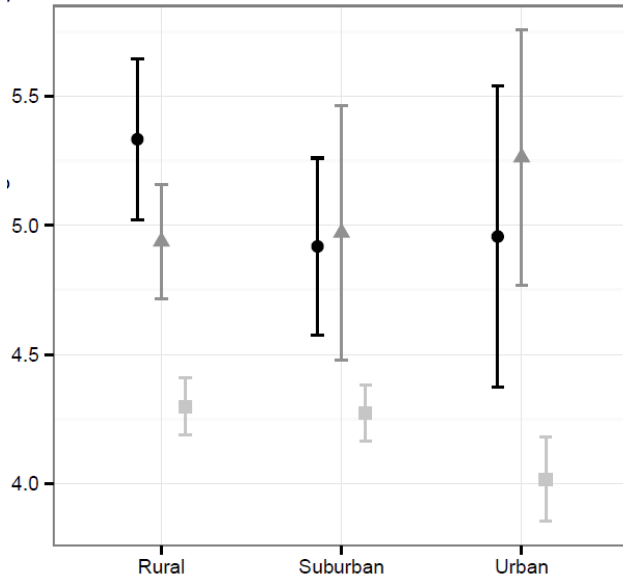
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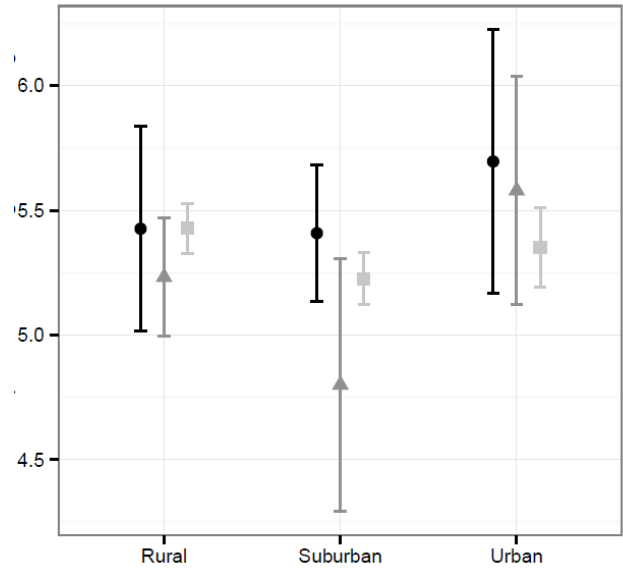
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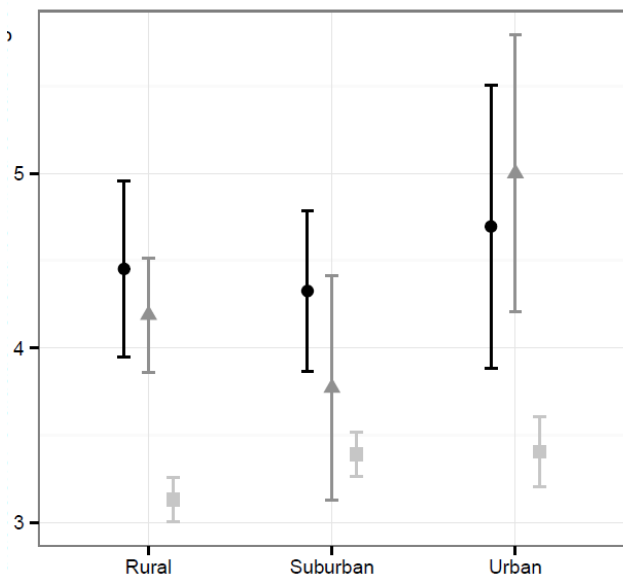
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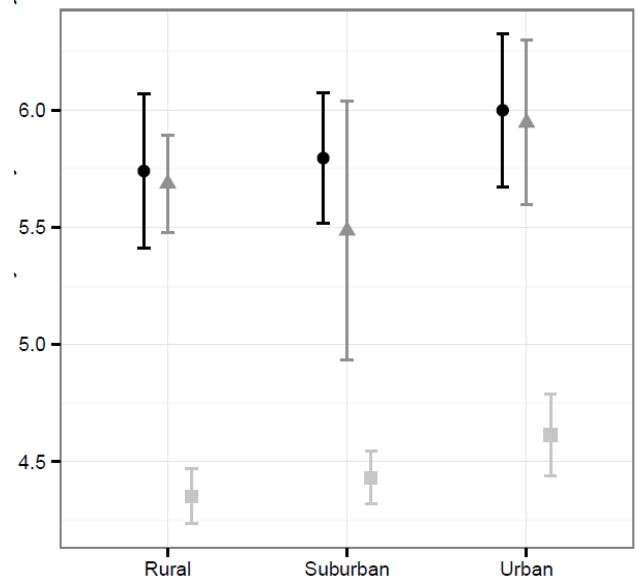
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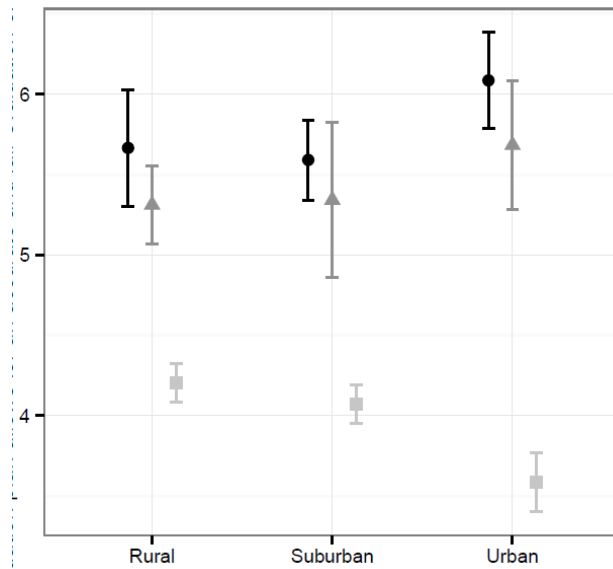
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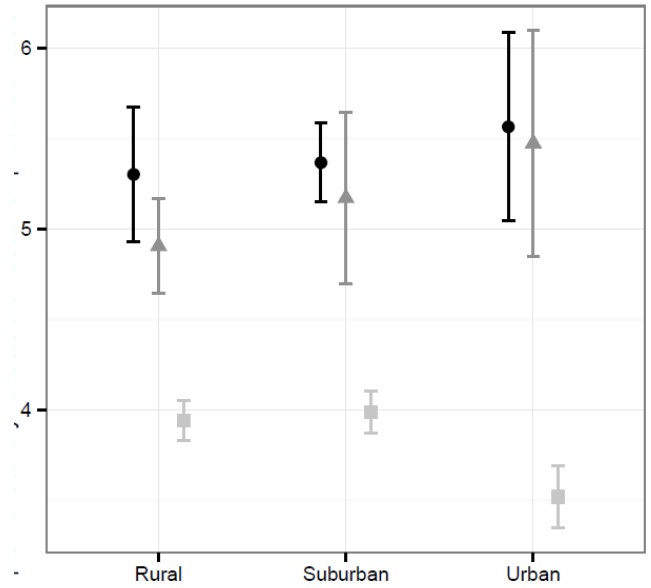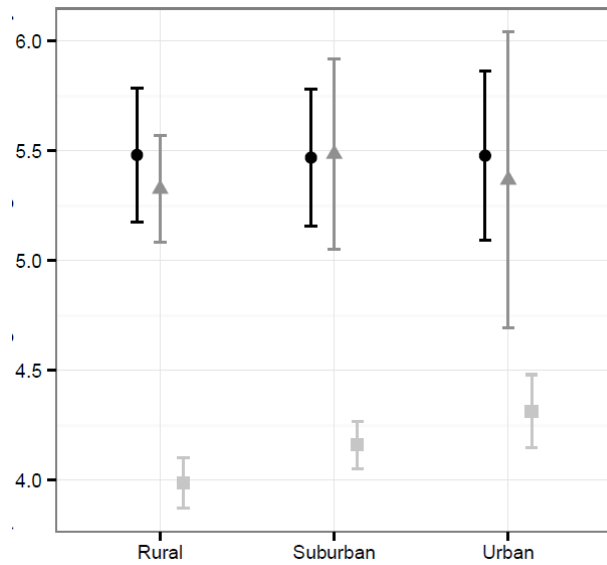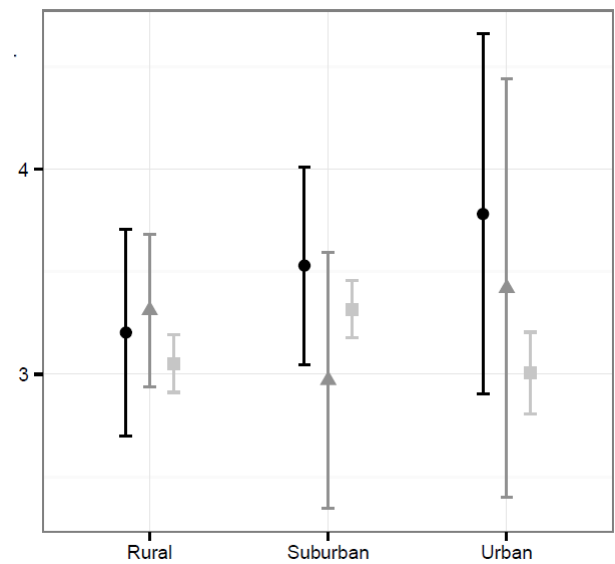
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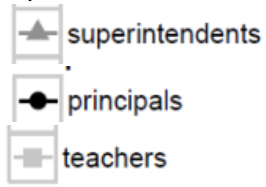
- ▲ superintendents
- ● principals
- ■ teachers

Question 21

Question 23
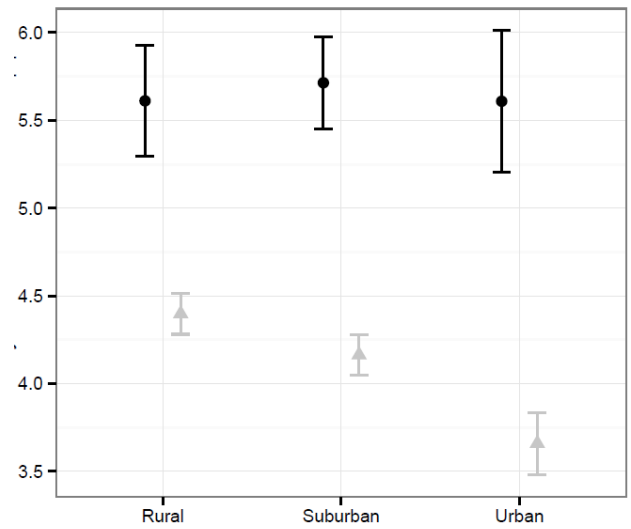

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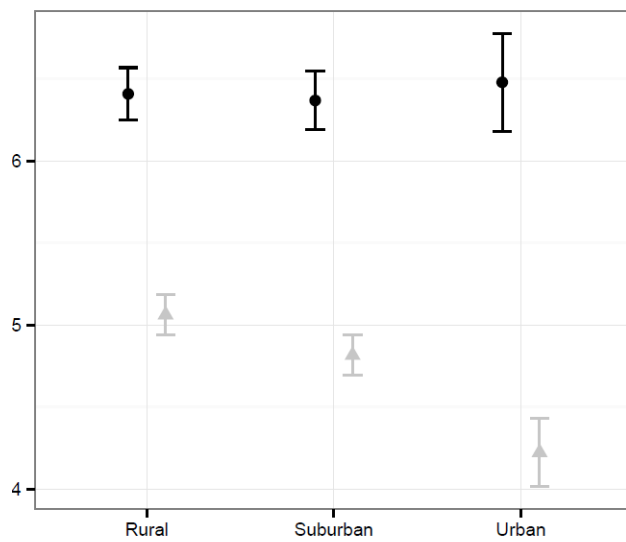## Question 24

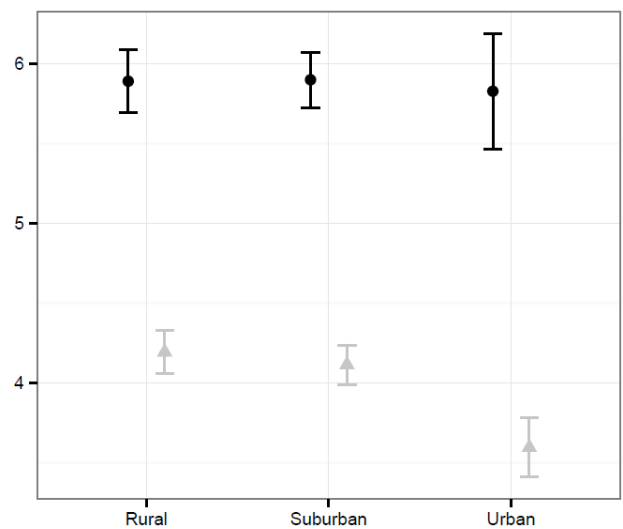Key

superintendents
principals
teachers
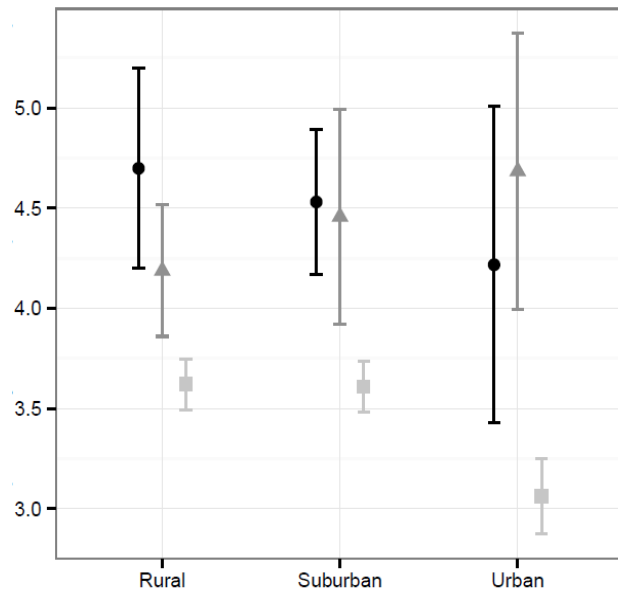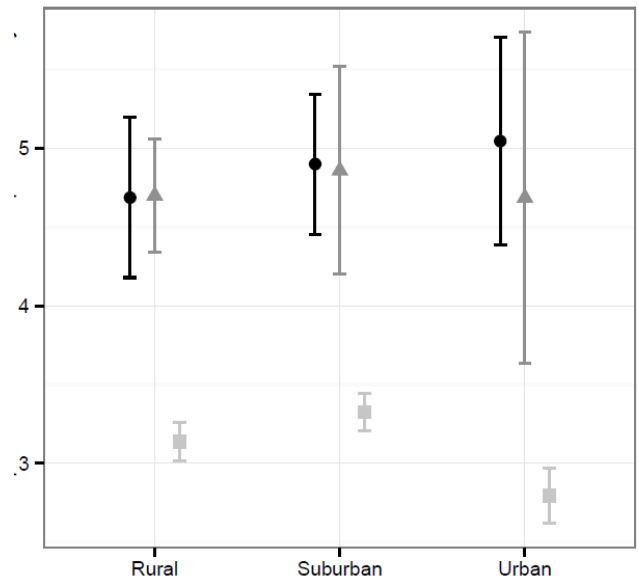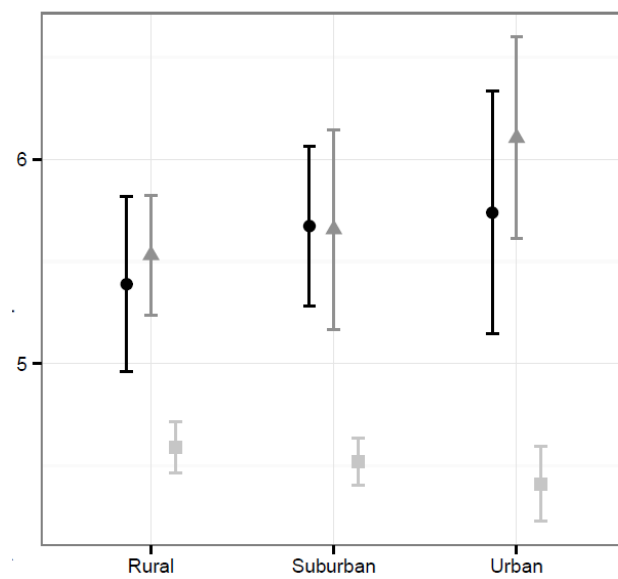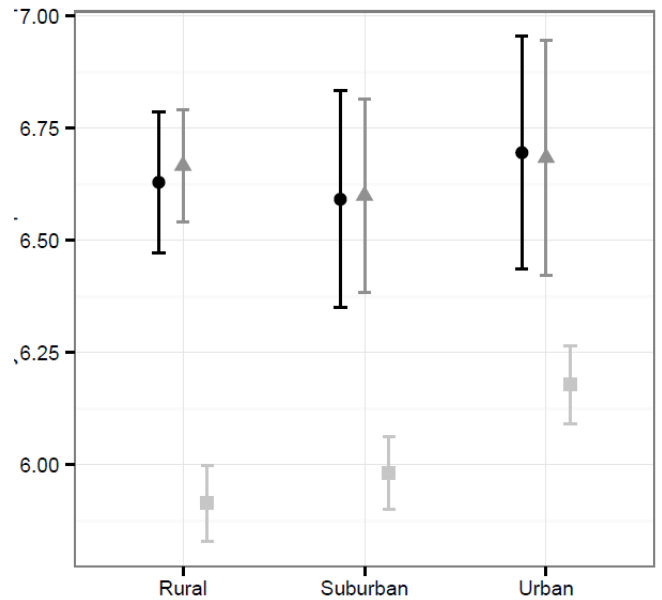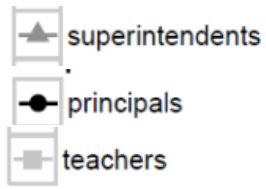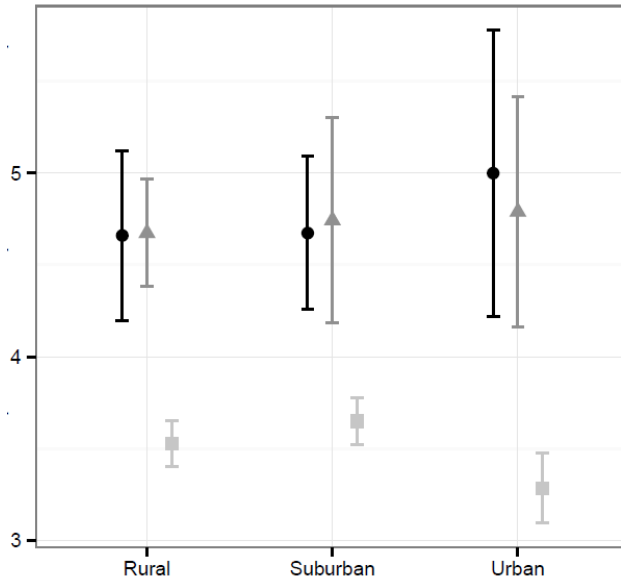
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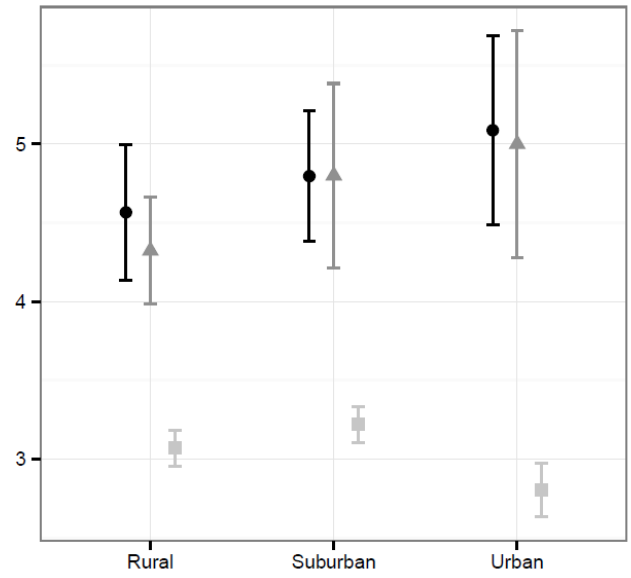
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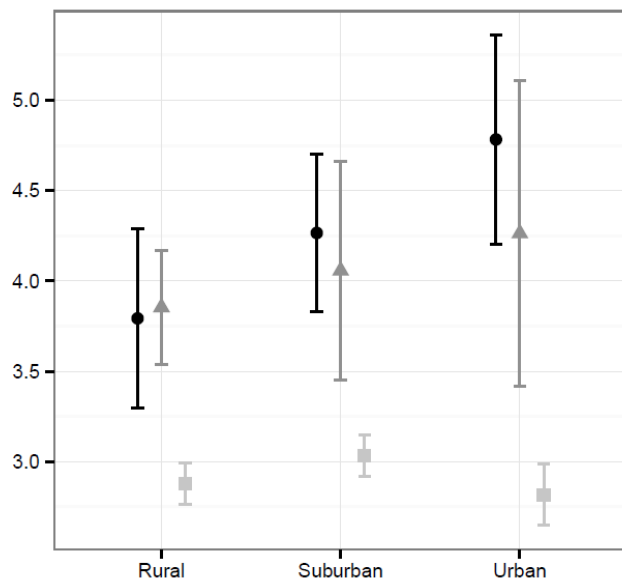
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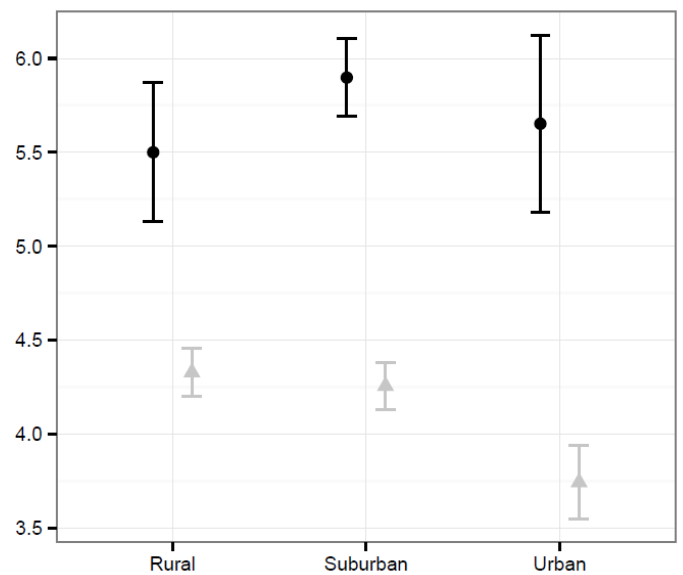
Question 28

Key

Question 29
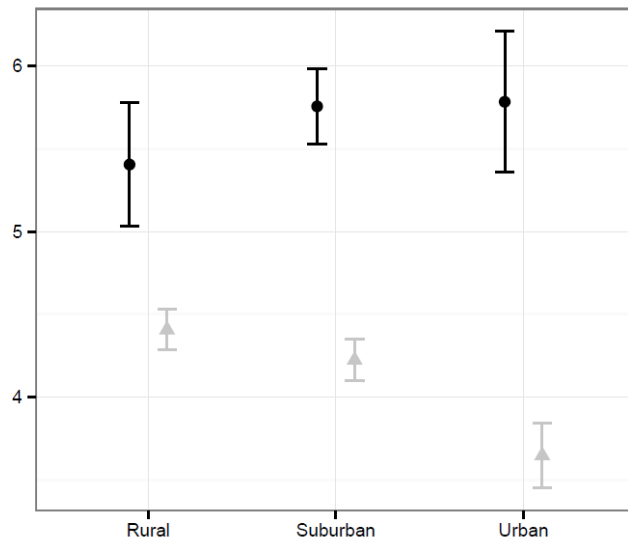
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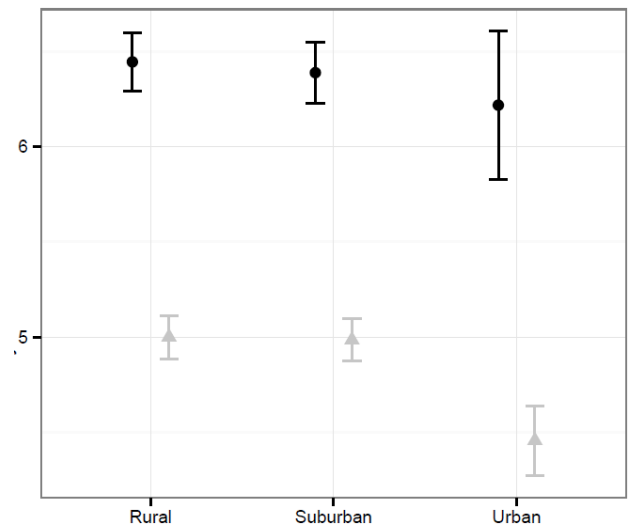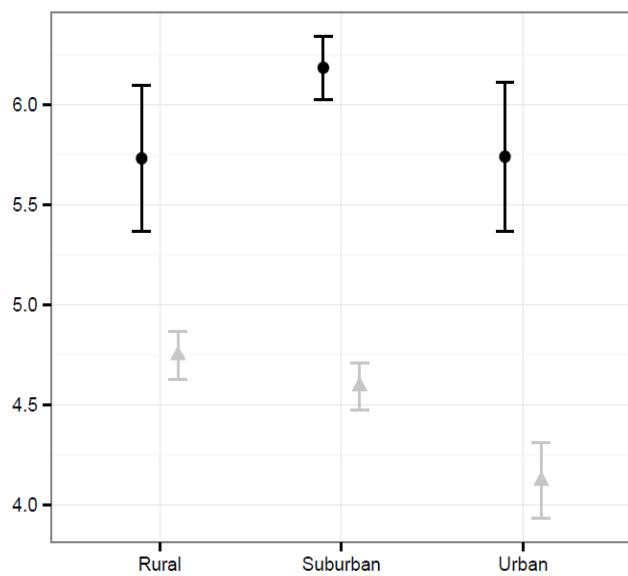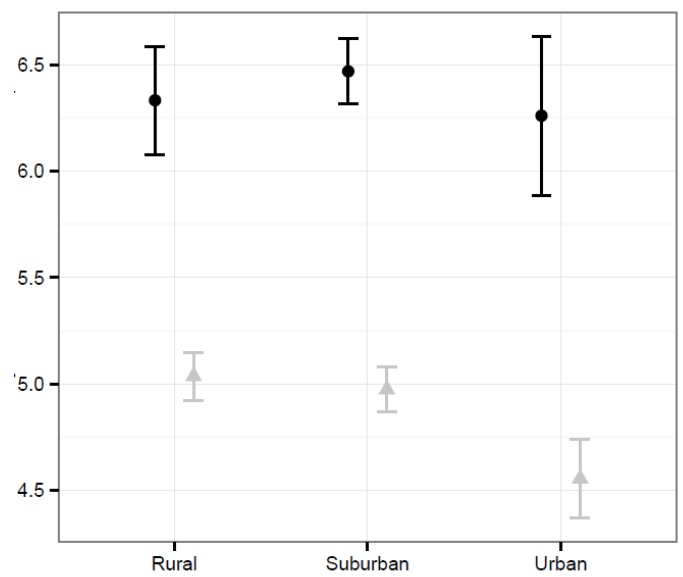
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Question 32

Key
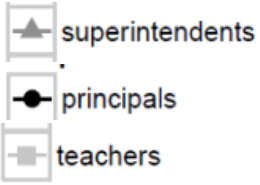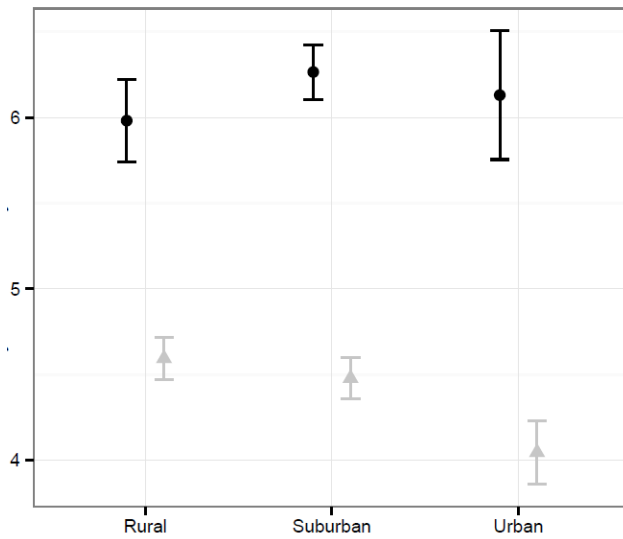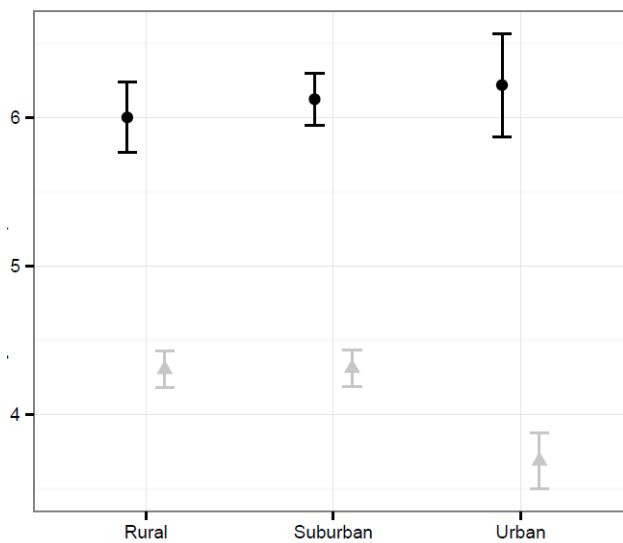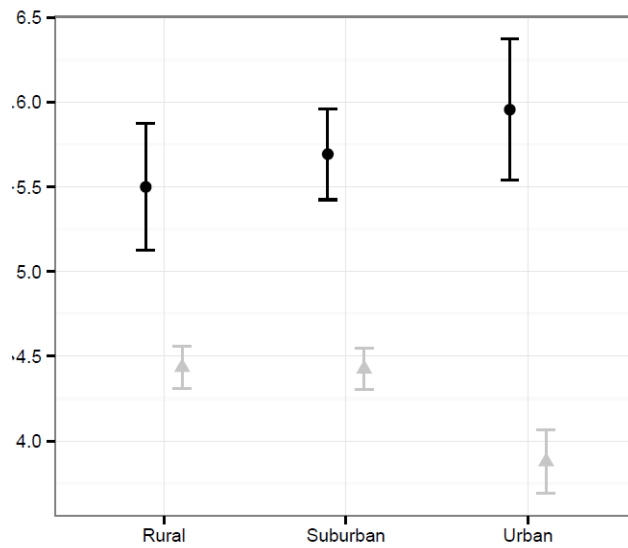
superintendents
principals
teachers

Question 33

Question 35

Question 34

Question 36

Key

superintendents
principals
teachers

Question 37

Question 39

Question 38

Question 40

Key

superintendents

principals

teachers

Question 41

Question 43

Question 42

Question 44
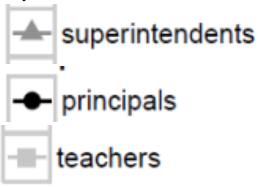
Key

superintendents

principals

teachers
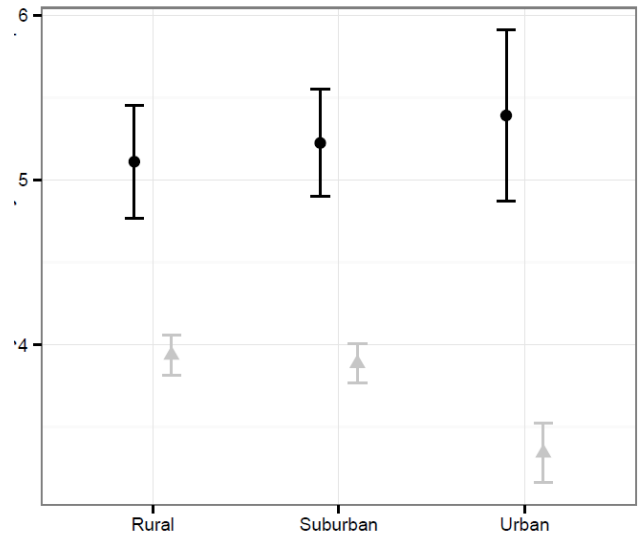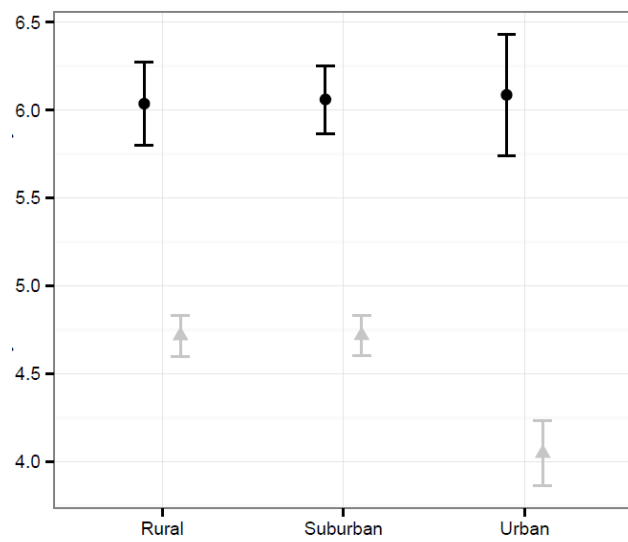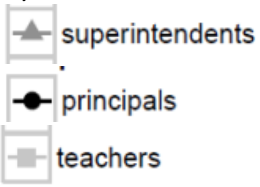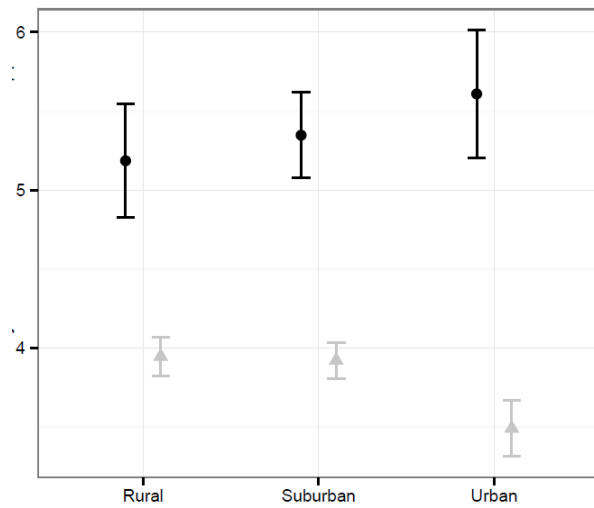
Question 45

Question 47

Question 46

Question 48

Key

Question 49