

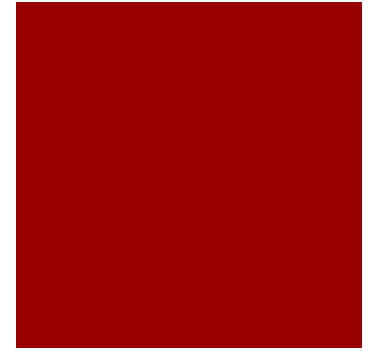


INTASS Quarterly Report

SBOE Strategic Planning Committee
May 2016

Dr. Hardy Murphy and Dr. Sandi Cole

Product Development



- Level 1 Evaluator Online Training
 - 427 (Fall semester 2015)
 - 208 (Spring semester 2016)
- Level 2 Evaluator Onsite Training
 - Finalizing dates for summer and fall
 - Training curriculum completed
 - Certificates will be given for individuals who have completed Level 1 training.

Evaluators: Please describe your attitudes regarding the content of the training

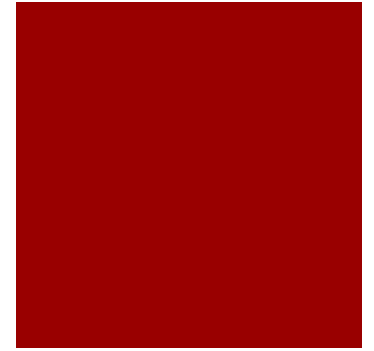


Statistic	I feel the training addressed the most important aspects of my evaluation responsibilities.	I have a better understanding of how an evaluator gathers, collects, and rates evidence of teachers' professional practice.	I have a better understanding of the process of distinguishing between levels of effectiveness.	I have a better understanding of how different types of assessments may measure student performance.	I have a better understanding of what it takes to provide quality feedback to teachers.	I have a better understanding of how to connect evaluation data to professional growth plan.	I have a better understanding of establishing a trusting relationship with those I evaluate.
Max Value	5	5	5	5	5	5	5
Mean	4.02	4.00	3.86	4.02	4.06	3.89	3.98
Total Responses	176	176	176	176	175	176	176

Teachers: Please describe your attitudes regarding the content of the training

Statistic	I feel the content reflected the most important aspects of my teaching responsibilities.	I have a better understanding of how an evaluator gathers, collects, and rates evidence of my professional practice.	I have a better understanding of the process an evaluator would use to distinguish between levels of effectiveness.	I have a better understanding of how different types of assessments may measure student performance.	I feel better prepared to engage in a reflective evaluation process with my evaluator.	I have a better understanding of how my evaluation may connect to professional growth opportunities.	I have a better understanding of how the evaluation process depends on trust.
Max Value	5	5	5	5	5	5	5
Mean	3.89	4.21	4.11	4.05	4.28	4.15	4.25
Total Responses	85	85	85	85	85	85	85

District Recognition



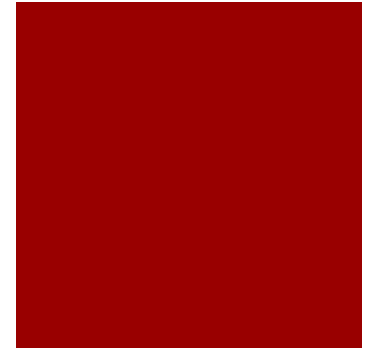
- Bartholomew Consolidated (Columbus), Fairfield School Corporation, Northwestern, Zionsville, Speedway and MSD Washington Township have completed the process to be named an exemplary district
- IDOE staff continue to recommend new districts for review.

Research: Relationships Between Plan Characteristics, Educator Ratings and Student Outcomes



- Educator satisfaction survey: Follow up to 2015 survey will be sent this fall
- Brief list of research questions:
 - ✓ Is there a relationship between student growth and achievement weights and student outcomes.
 - ✓ Is there a relationship between student growth and achievement weights and evaluation ratings.
 - ✓ Is there a difference between other evaluation plan characteristics, evaluation plan rating, and student outcomes.

Research: Objective Measures and Plan Characteristics



Two parts to this review:

1. A review of Objective Measures used in Teacher Evaluation plans
2. A review of Teacher Evaluation plan characteristics

Literature Review

- Coburn (2005) noted several factors that influence teachers' response to new policy. Clarity about policy goals and means are important, as **unclear expectations can cause anxiety and frustration.**
- Teacher evaluation policy should reflect **the purpose of helping all teachers improve** (National Center on Teacher Quality, 2011).
- The Center for Public Education (2013) reported on the elements of good teacher evaluation systems. They noted that an **inclusive design and implementation process was a critical element.**
- Center for Public Education (2013) noted four other elements of effective teacher evaluation systems: **multiple measures, adequate resources and support, data linking teachers to student performance, and classroom observations.**
- In guidance to states, Goe, Holdheide and Miller (2014) recommend that **States identify measures and conduct research during and after implementation of teacher evaluation** to ensure that the evaluation model(s) is **technically sound and therefore defensible** in situations in which teacher evaluation results will be used to **make personnel and compensation decisions.**
- There is good reason for states to support districts to implement strong evaluation systems, and **little oversight or guidance can be worrisome** (The Center for Public Education, 2013; National Center on Teacher Quality 2011) .
- The **use of multiple measures is important** and is meant to compensate for the imperfections of each individual measure and produce more accurate and helpful evaluations (Goe, L., Holdheide, L., & Miller, T. 2014).

Methods



■ **Objective Measure Review**

- Reviewed 245 Plans from 2014-15 School Year
- Spreadsheet developed to enter data
- Data was entered for weights of IGM, Rubric, A-F and SLO's by four INTASS staff
- The data was reviewed for accuracy by four INTASS staff
- Final formulas applied

■ **Plan Characteristics Review**

- Contracted with Haley Consulting Services as external evaluator
- Downloaded 2015-16 plans from IDOE website
- Developed assessment tool derived from INTASS Educator Evaluation Plan Rubric
- 271 Plans were assessed
- Using an Excel spreadsheet to track district scores, the presence or absence of each component in every district plan was noted using standard dichotomous notation of ones and zeros
- Key passages in the plans were highlighted to further support the assigned scores
- Inter-rater reliability checks were conducted on three occasions by INTASS staff

Results: Objective Measures

	N=	% (N/245)
Number of Districts Indicating Use of Teacher Effectiveness Rubric (TER)	245	100%
Number of Districts Indicating Use of IGM	199	81%
Number of Districts Indicating Use of A-F letter Grade	212	87%
Number of Districts indicating Use of SLO's	175	71%

Table 1: Represents the number of evaluations reviewed and the number of districts that included the use of a teacher evaluation rubric, IGM and A-F letter grade.

Results: Objective Measures

Measure	Highest Weight Used	Lowest Weight Used
Teacher Effectiveness Rubric	100%	40%
IGM	50%	2%
A-F School Letter Grade	50%	2%
Student Learning Objectives (SLO)	60%	2%

Table 2: Represents the highest and lowest weights used for the teacher effectiveness rubric, IGM, A-F letter grade and SLO in calculating summative ratings. The weighted percentage for the use of the Teacher Effectiveness Rubric (not student achievement and growth measures) vary greatly among the district plans. The weighted percentages used for the Teacher Effectiveness Rubric for the 2014-15 school year range from as low as 40 percent to as high as 100 percent. The weighted percentage used for IGM vary greatly among the district plans from a high of 50 percent to a low of 2 percent. The highest percentage used among the districts for A-F was 50 percent and the lowest was 2 percent. For SLO's the highest percentage used among the districts was 60 percent to a low of 2 percent.

Assessment Review



- 49 Different assessments were noted in district plans for measuring student growth and achievement
- 33 districts are only using one measure of student growth and achievement
- Nearly 1 in 5 districts are not using IGM data
- 21 Districts are only using A-F as a measure of student learning
- Only 58 districts are using ISTAR—the state alternate assessment

Results: Plan Characteristics

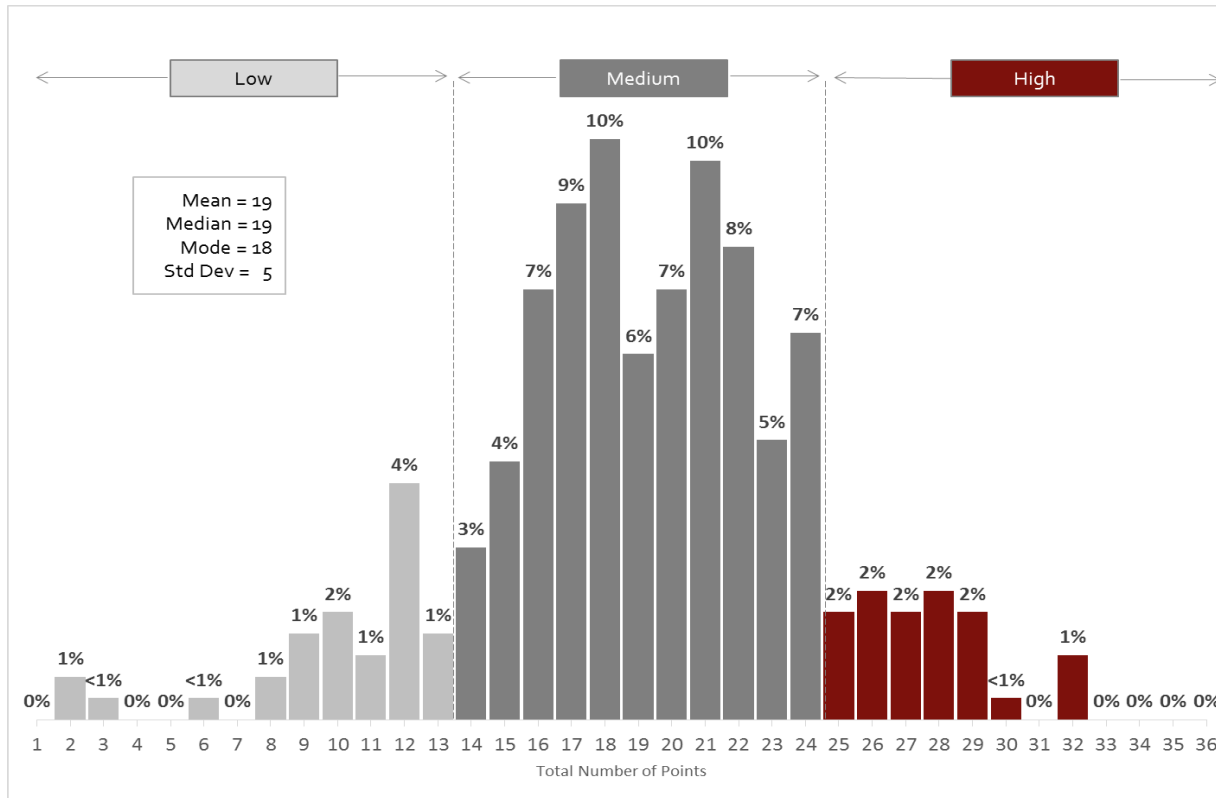


Figure 1. Distribution of scores for district plans. Thirty-one districts scored in the high range, 207 in the medium range, and 33 in the low range.

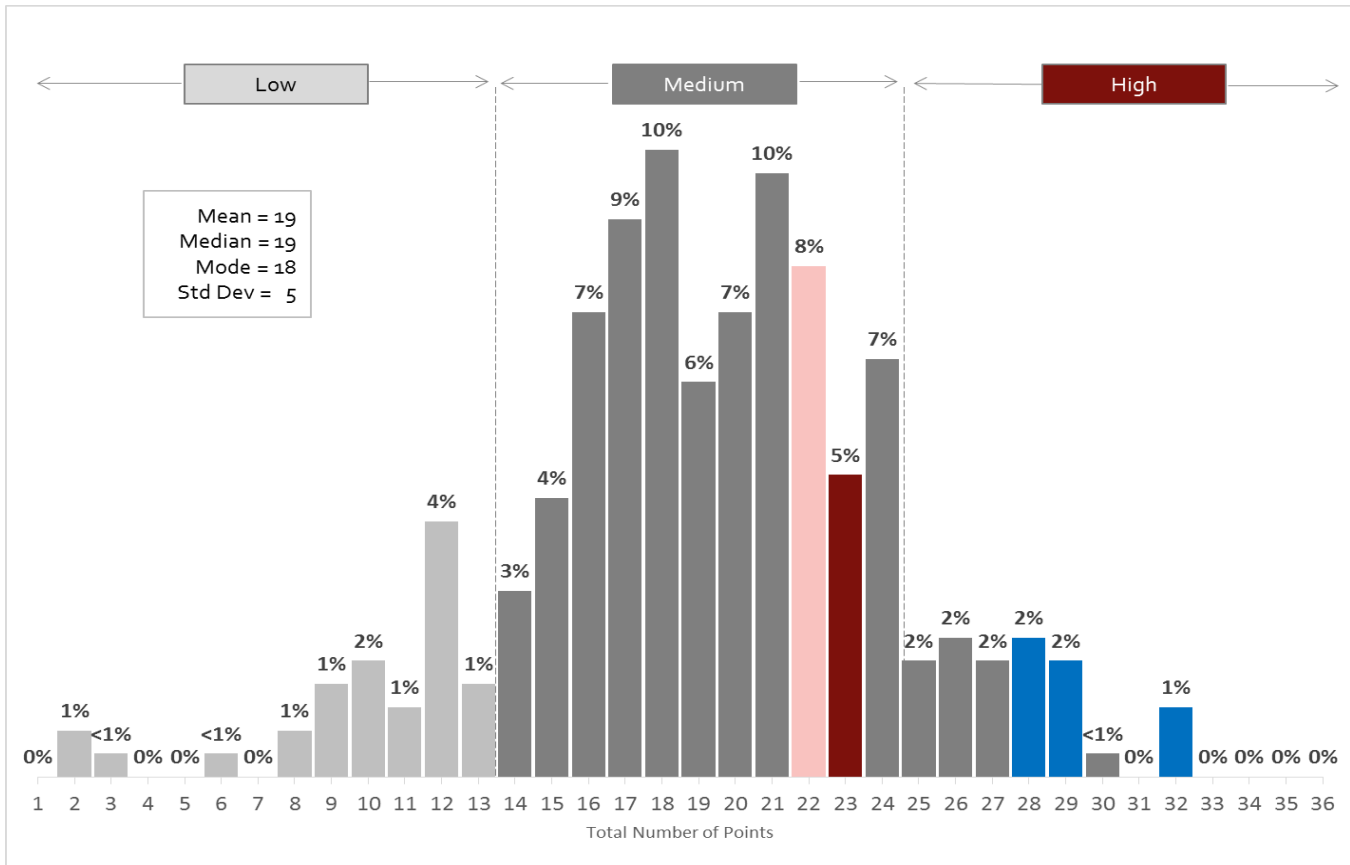


Figure 2. All SBOE recognized districts and INTASS districts scored above average. Pink denotes the score of one SBOE district, crimson denotes one INTASS district, and blue denotes scores that contain both SBOE and INTASS districts.

Figure 3. Components related to philosophy/belief statements and communications plans.

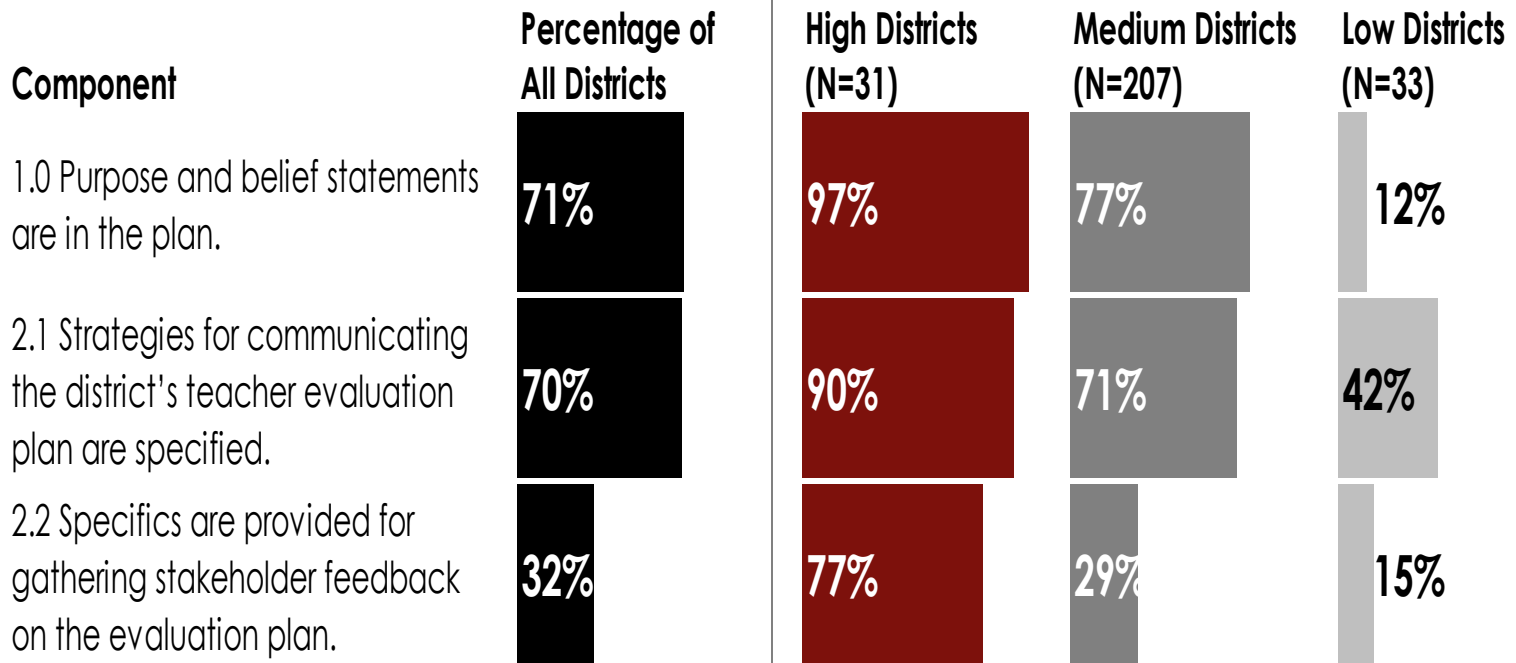
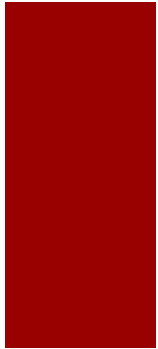


Figure 4. Components related to a high quality teacher evaluation rubric.

Component	Percentage of All Districts	High Districts (N=31)	Medium Districts (N=207)	Low Districts (N=33)
4.1a Rubric differentiates teaching levels (e.g., highly effective to not effective).	100%	100%	100%	97%
4.1c Rubric defines different domains.	99%	100%	100%	91%
4.1d Rubric Includes explicit practices as different elements within domains.	98%	100%	99%	91%
4.1b Rubric is applicable for multiple roles and teaching assignments with adaptations.	95%	100%	97%	76%

Figure 5. Components related to evaluators and evaluator training.

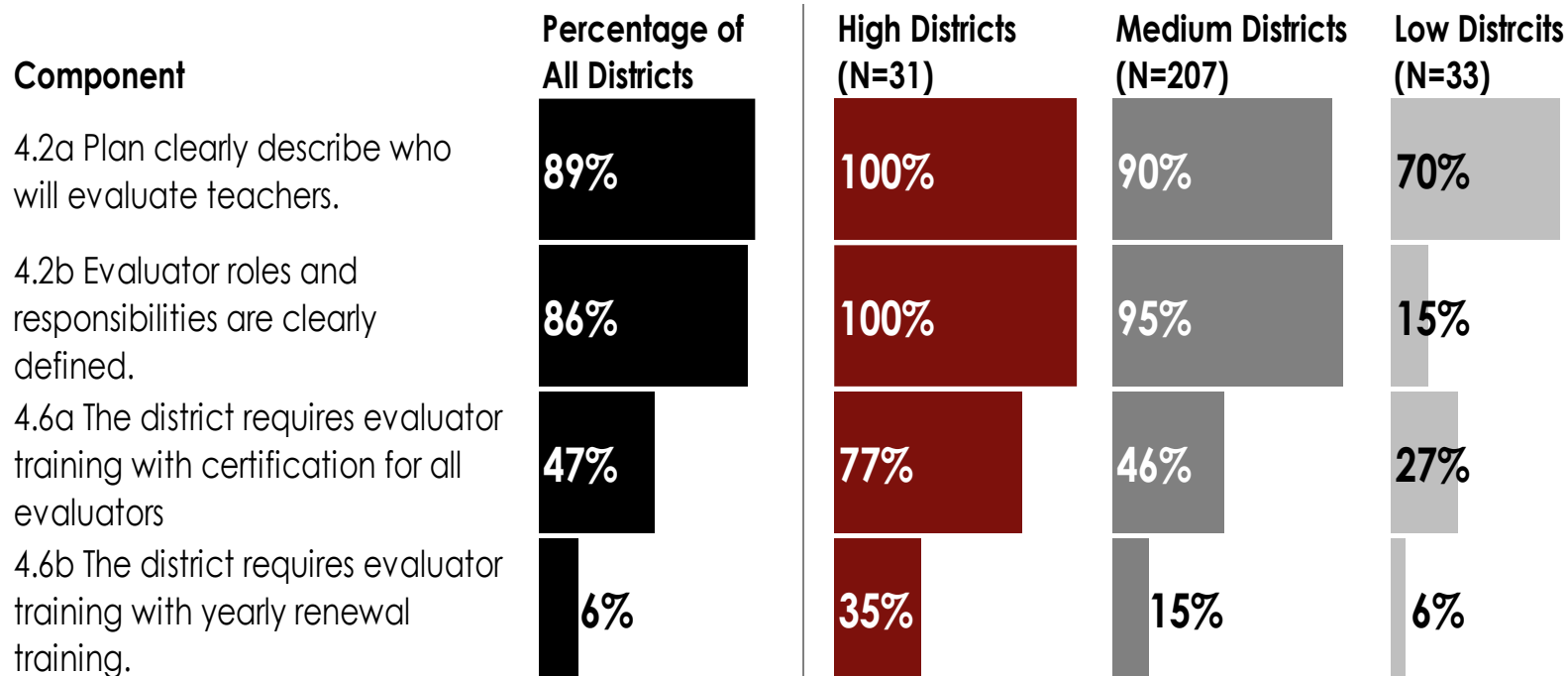


Figure 6. Components related to observation timelines and procedures.

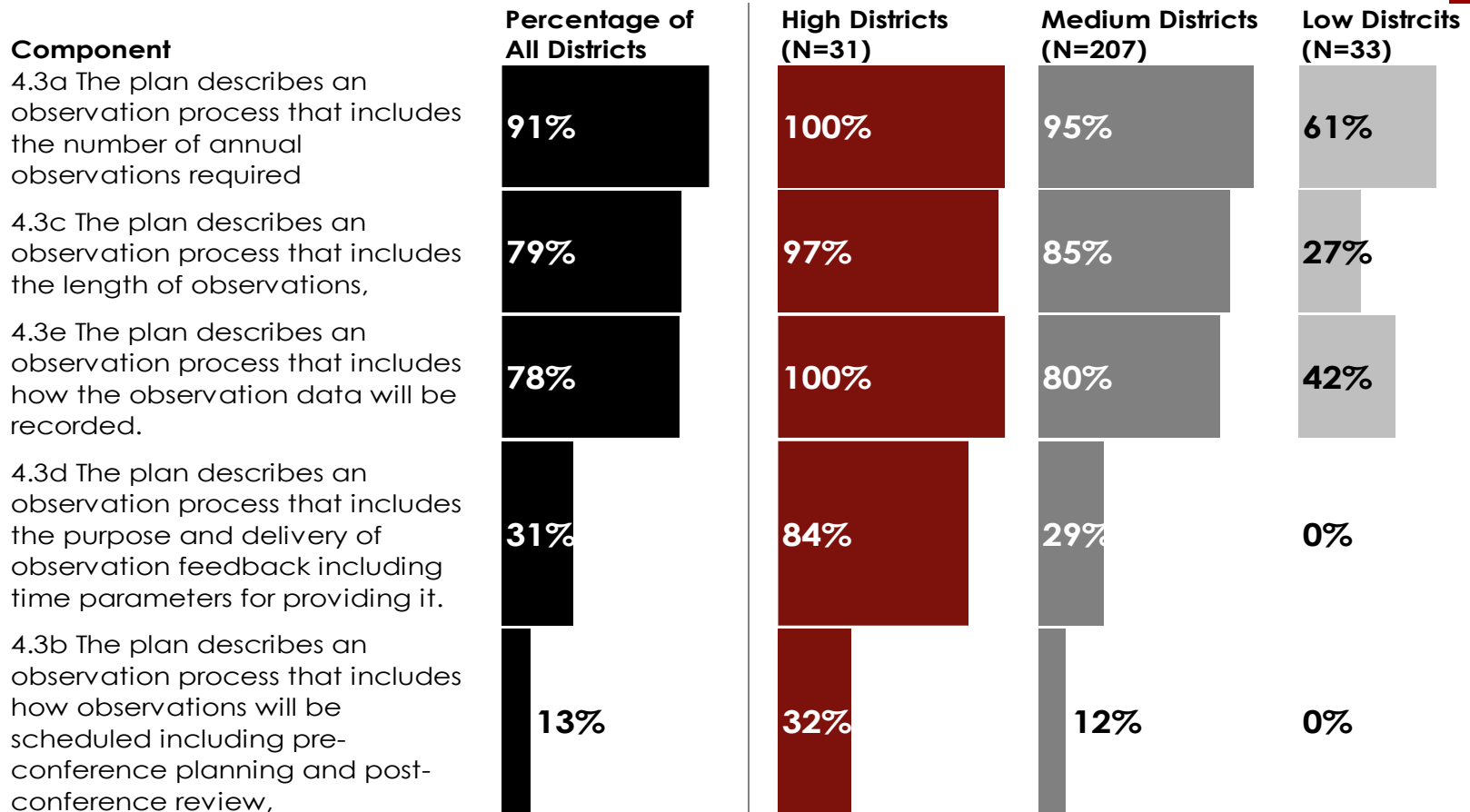


Figure 7. Components related to evidence/artifacts.

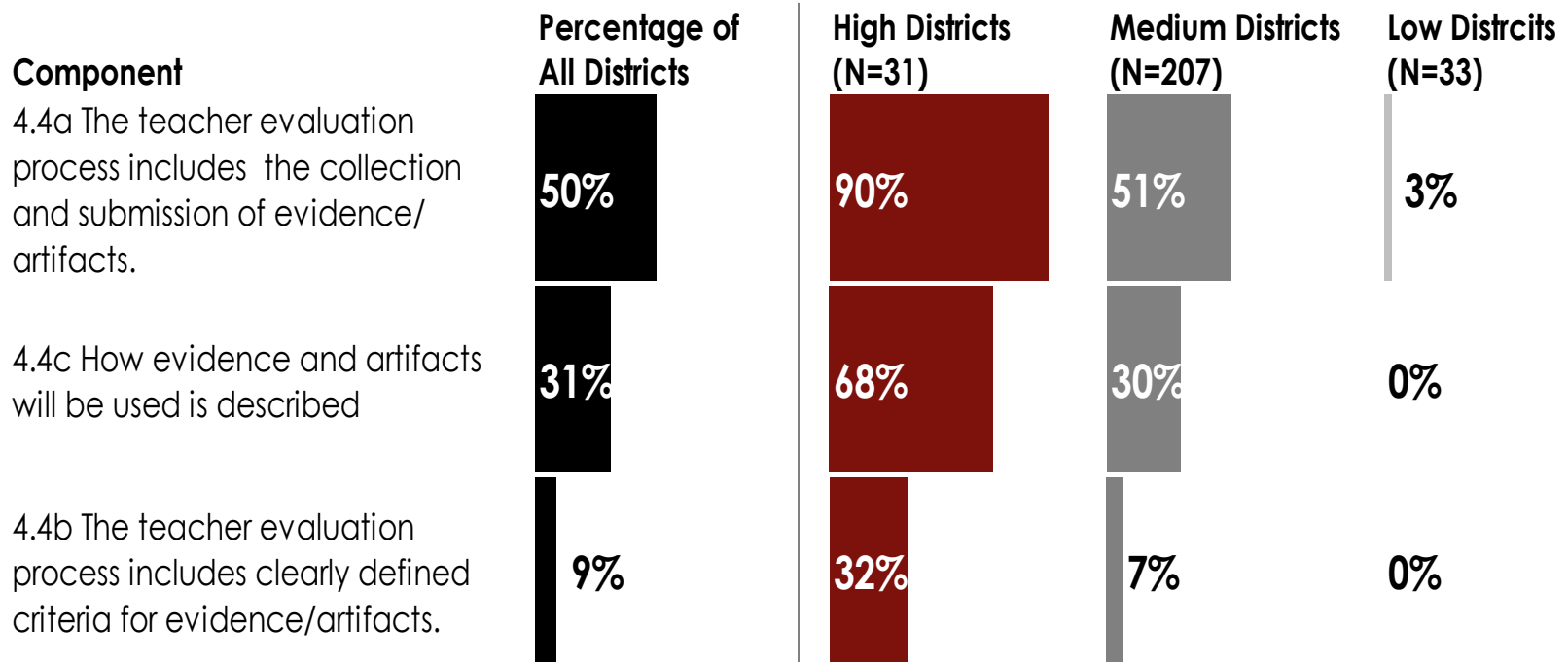


Figure 8. Components related to conferences and meaningful feedback.

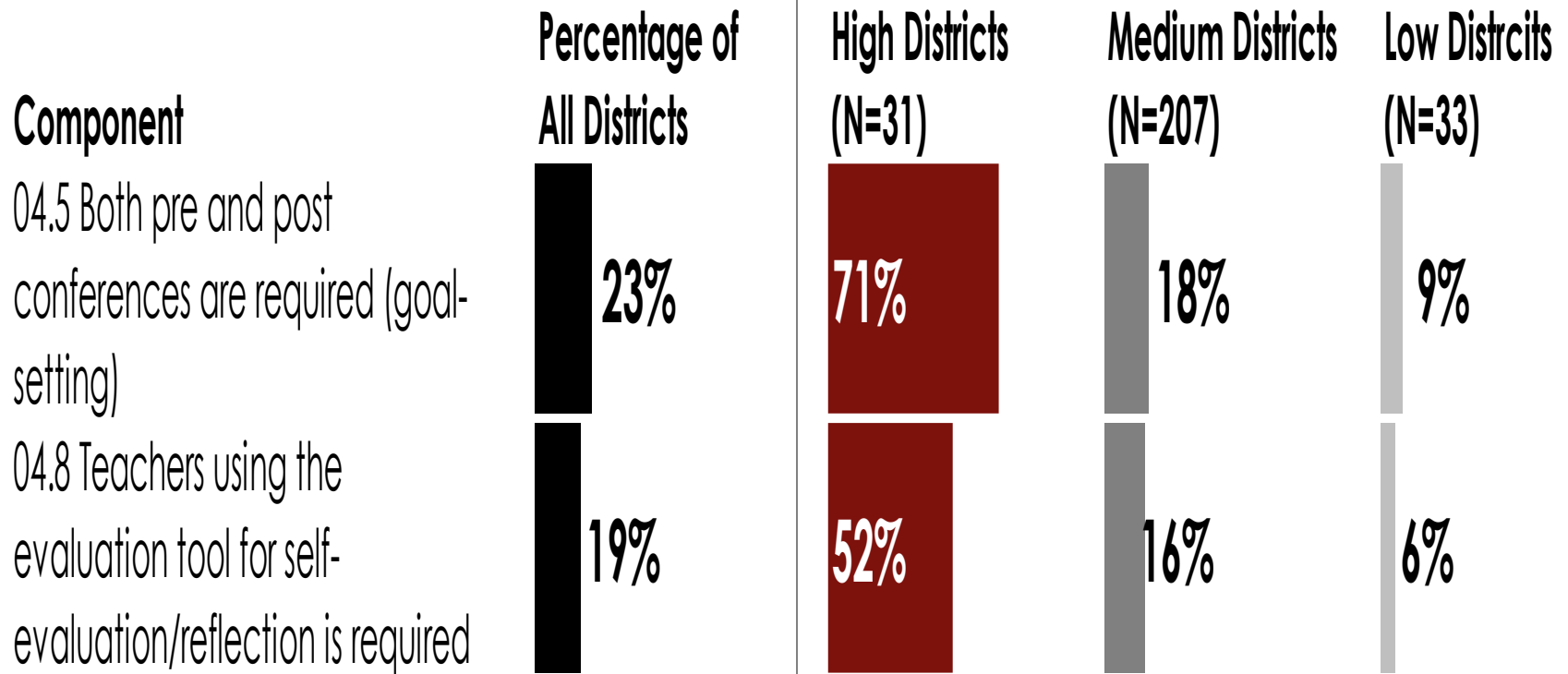


Figure 9. Components related to weights of measures and summative scores.

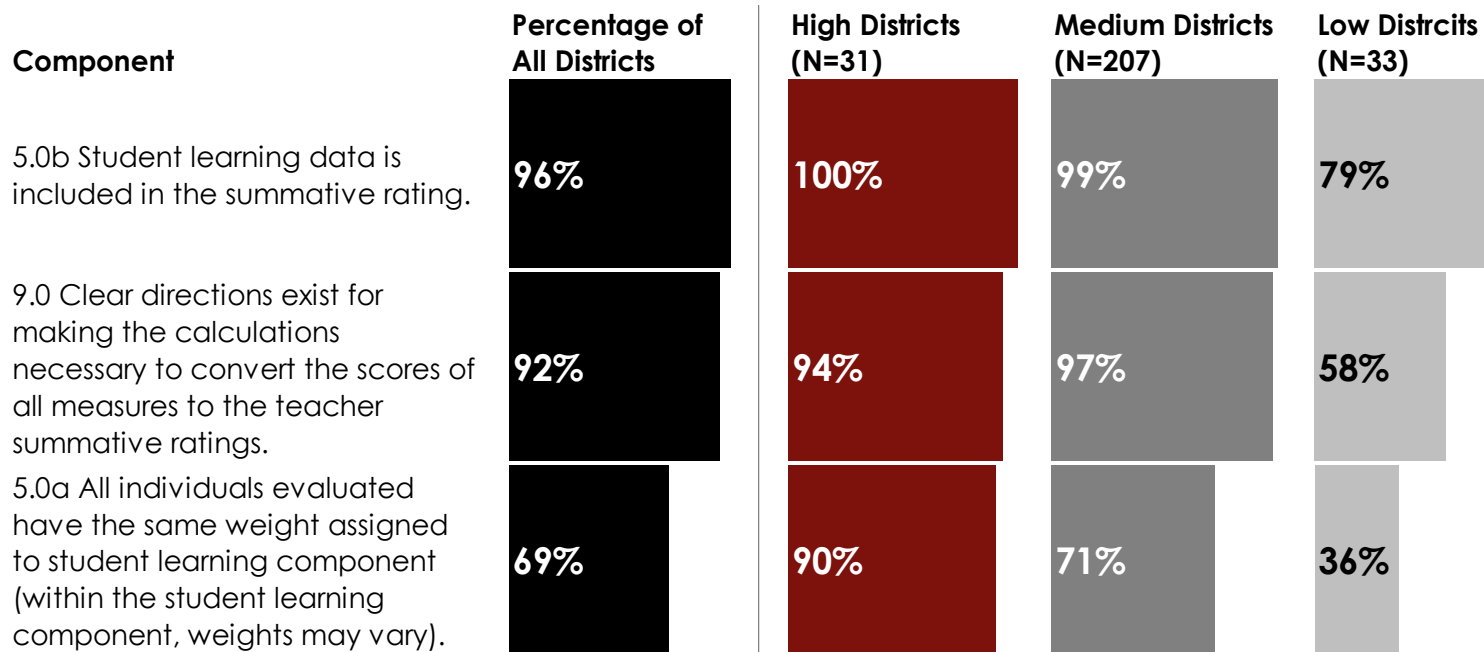
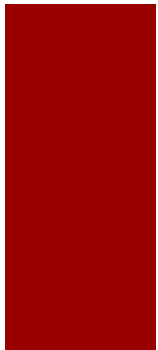


Figure 10. Components related to measuring student learning.

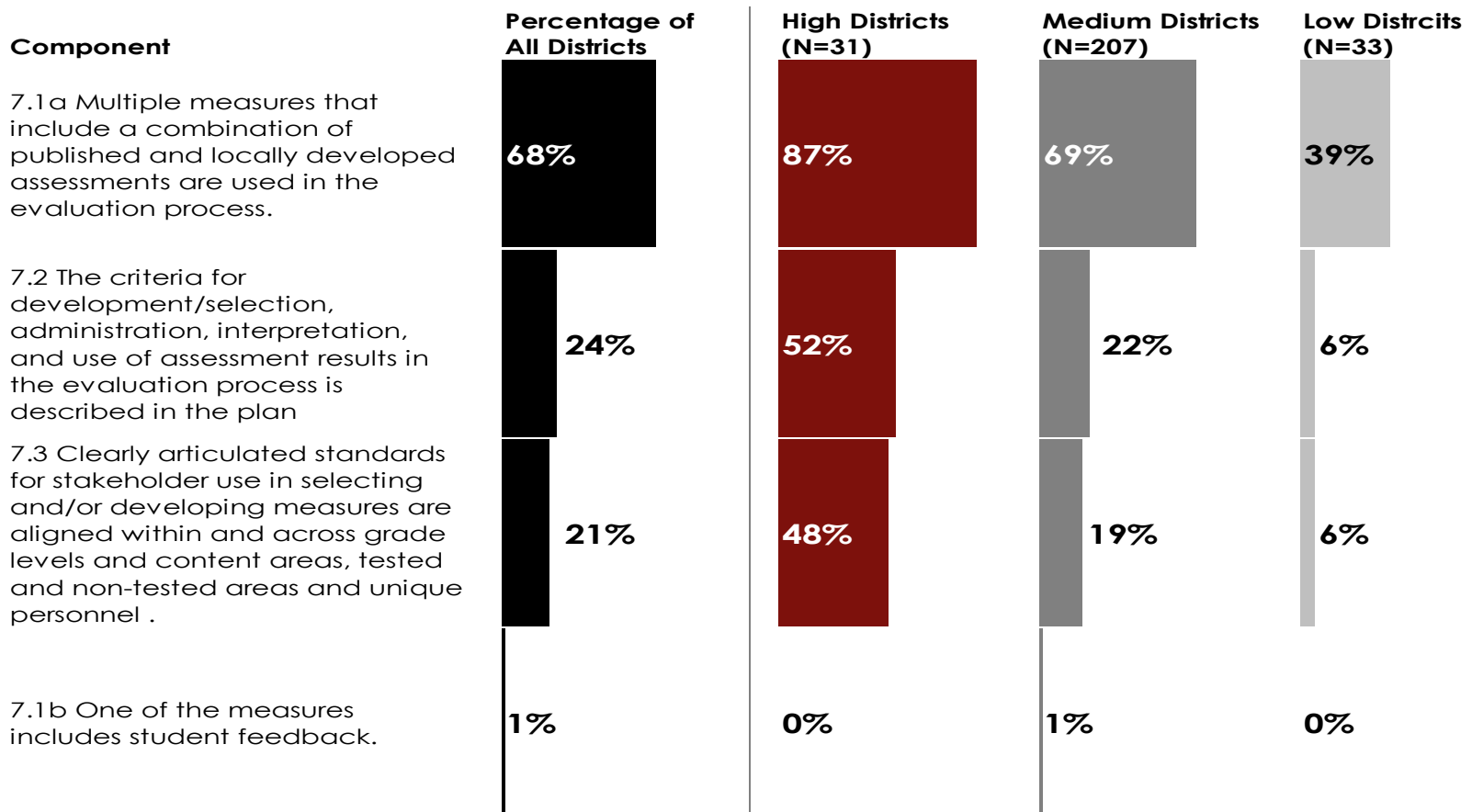


Figure 11. Components related to collecting, reporting and storing data.

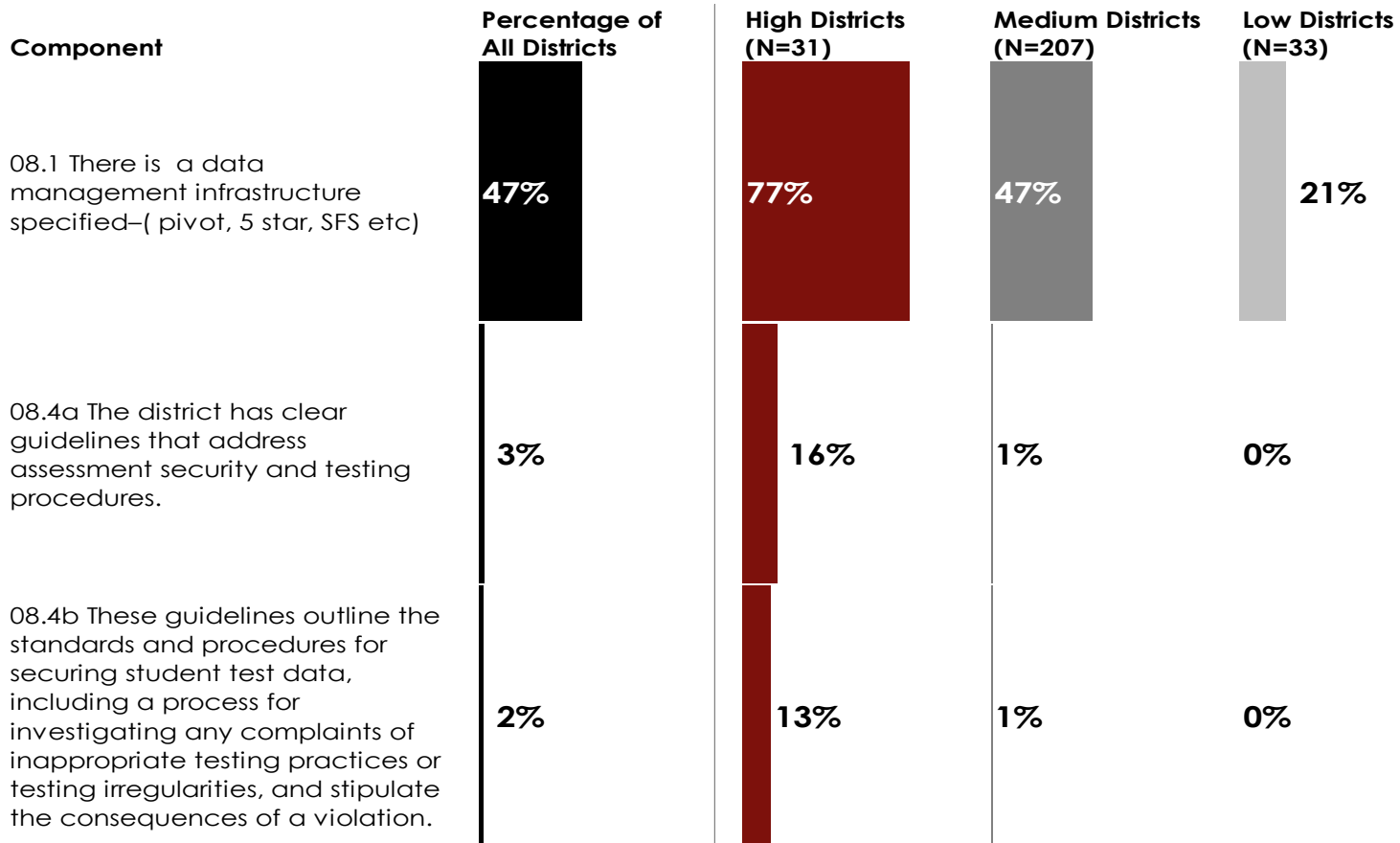


Figure 12. Components related to oversight.

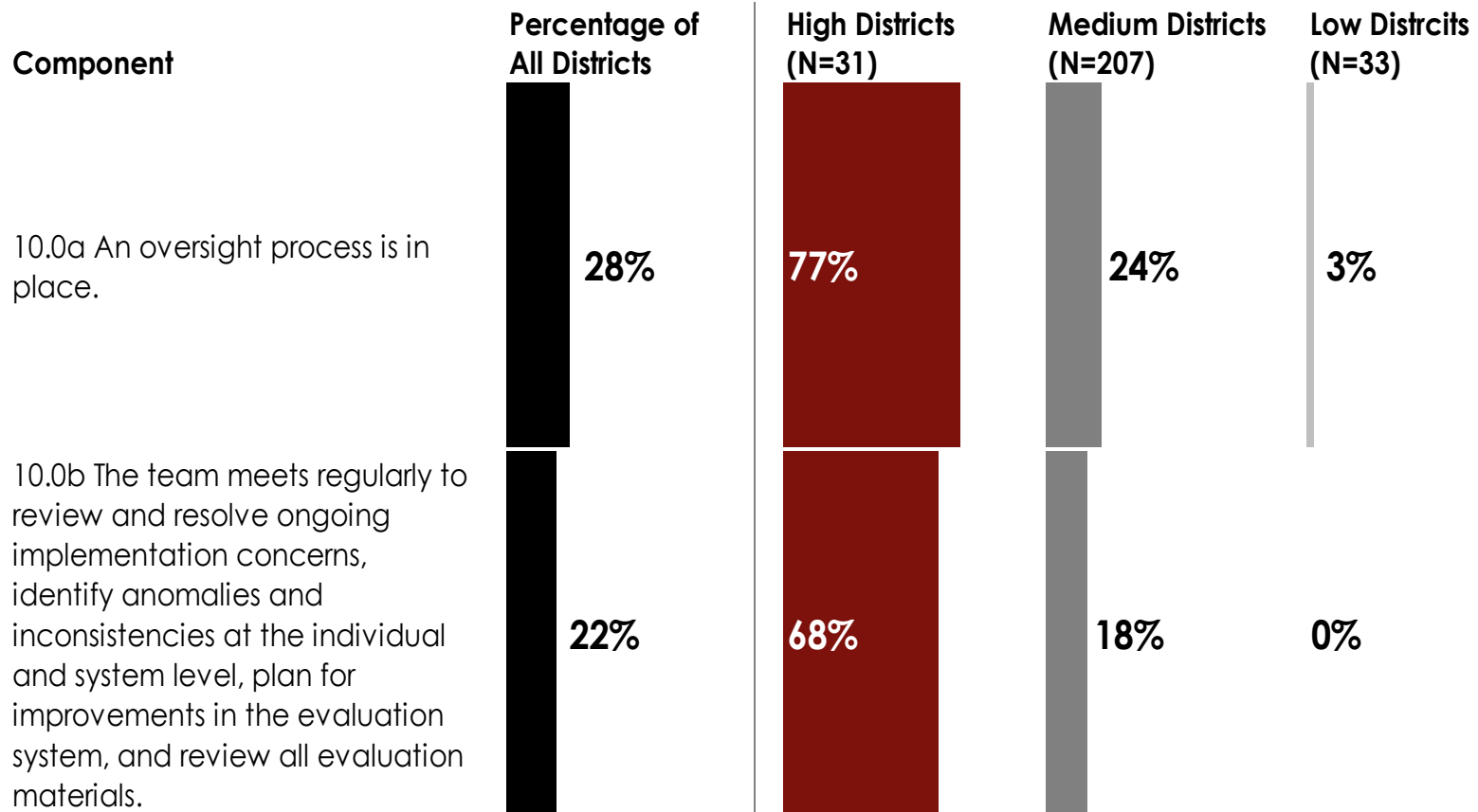


Figure 13. Components related to professional development.

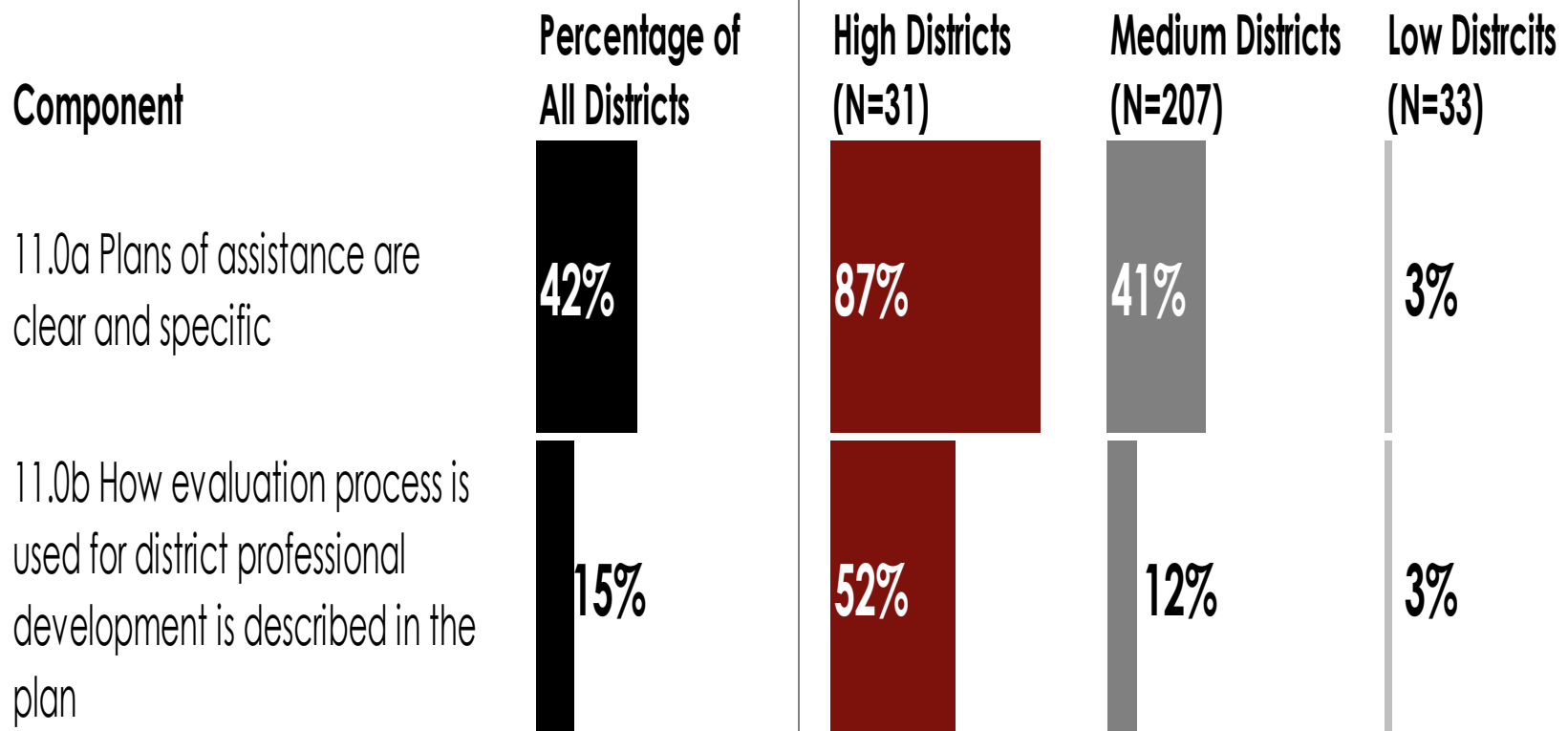
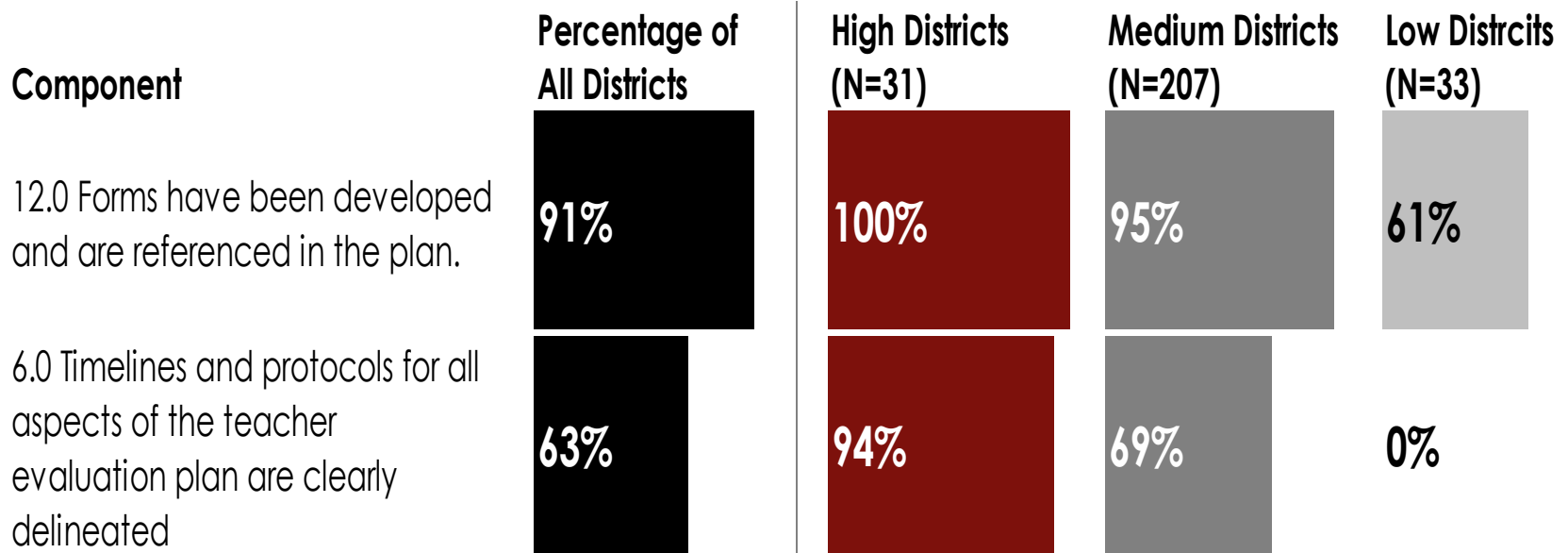
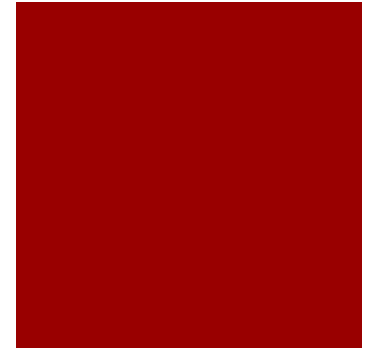


Figure 14. Components related to timelines, protocols and forms.



Areas of Consistency Among Plans



- *Components related to high quality rubrics,*
- *Describing the number of required observations,*
- *Including student data in their ratings,*
- *Clearly describing calculations for summative ratings, and*
- *Providing forms for documenting evaluations.*

Areas of Discrepancy between High and Low Districts (Table 1)



- Belief and purpose statements
- Gathering feedback from stakeholders
- Evaluator training
- Pre and Post conferences and feedback
- Observation timelines and protocols
- Evidence and Artifacts
- Selection and development of assessments
- Data systems to collect and store data in a secure manner
- Systems of oversight
- Clear timelines and protocols for the evaluation process

Initial Observations



- Recognition process is a way to improve plan development and implementation
- To respect culture and climate it is important to go beyond compliance.
- Since the passage of SB 1 concerning educator evaluation in Indiana, evaluation of teachers has changed significantly.
- To address observed inconsistencies in plans it will be important to provide clear guidance to address ambiguities in the interpretation of legislation.