

Indiana Educator Evaluation Survey

May 2015

Survey Administration

In April/May 2015, an Educator Evaluation Survey was conducted in order to gain a deeper understanding of educators' perspectives of the state's teacher evaluation policies as well as how they are being implemented in their schools and districts. Public announcements were distributed via emails and other social network channels. Although participation was optional, reminders were sent periodically to encourage participation.

A total of 633 respondents completed the survey. Over 85% identified as teachers (full-time, part-time, special education, or retired), and over 53% of respondents indicated they have been working in public education for over 15 years.

Response trends followed similar patterns for other similar or related surveys: administrators tended to be more favorable or positive than teachers in their responses. Similarly, those with fewer years in the field tended to respond more favorably or positively than those with more experience.

Key Highlights

Despite ongoing efforts from all stakeholders, survey results indicate that the **system needs improved support, especially in the areas of communication, training and resources.**

Design and Implementation

- Respondents indicated that they believed there was insufficient participation from stakeholders during the design and implementation process of their school corporation's evaluation model.

Communication

- There is an inherent miscommunication of the purpose of the evaluation system as well as a misunderstanding in various systems components such as use of objective measures.
- A majority of respondents indicated they understood the purpose of evaluations; however, about one-third did not agree with the purpose. Further investigation indicated that there was a large variance in what educators believed the purpose of evaluations were.
- Respondents reported receiving information about evaluations from a variety of sources, but most did not feel the information they receive is sufficient.
 - Most respondents rely on their School or School District/Corporation for information and resources regarding evaluations, but only 25% felt the information they received is sufficient.
 - Eight percent indicated they did not receive any information.
 - Approximately 40% did not feel the State provided sufficient resources to support the process.

Training and Resources

- Confidence in the system and in the abilities of evaluators to implement the system with fidelity is low, which is likely due to the reported lack of communication, training and ongoing support.
- Approximately one out of three respondents indicated that teachers and evaluators did not receive sufficient training and trends support ongoing need for training beyond initial rollout year.
- Approximately one out of five respondents did not feel teachers or evaluators at their school have a clear understanding of the rubrics.

Implications & Next Steps

The current evaluation system needs better support across all levels. Over the past few months, a Stakeholder Design Committee made up of teachers, administrators, Department staff, and external stakeholders have been convening to review and discuss the current state of Indiana's Teacher Evaluation System. The committee will be bringing forth recommendations to the Strategic Planning Committee regarding the system in the early fall. These recommendations will address key takeaways from this Educator Evaluation survey and will likely include the following:

- Recommended Vision, Beliefs and Theory of Action for the educator evaluation system in Indiana
- Recommendations for improvement to critical components of RISE 2.0
- Recommended implementation strategies for the future, including training and communications

The Stakeholder Design Committee is looking forward to sharing the results of their hard work and collaboration with this Committee in the fall.