

Indiana Educator Evaluation Survey

May 2015

Purpose

The purpose of the survey is 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. In addition, we hoped to learn what Indiana educators value with regards to teacher evaluation. Topics covered in the survey includes:

- the purpose of evaluations,
- confidence level in the evaluation process,
- appropriate frequency of observations,
- appropriate level of use of student performance and learning,
- resources and information, and
- how evaluation data should be used (e.g. career advancement, curricular freedoms, increased salary, salary freezes, targeted professional development and assignment preferences).

Complete survey responses are available in [Appendix A](#). This survey follows a recent stakeholder engagement survey administered in January 2015 ([Appendix B](#)).

Survey Administration

Logistics

The survey was administered during Spring 2015 from Wednesday, April 22, 2015 through Sunday, May 17, 2015 (25 days). Public announcements were distributed via emails and other social network channels. Although participation was optional, reminders were sent periodically to encourage participation. The survey included 35 questions and the expected time to complete the survey was approximately 15-25 minutes to complete, with length depending upon the amount of time it takes each individual to respond to the questions.

Confidentiality and Anonymity

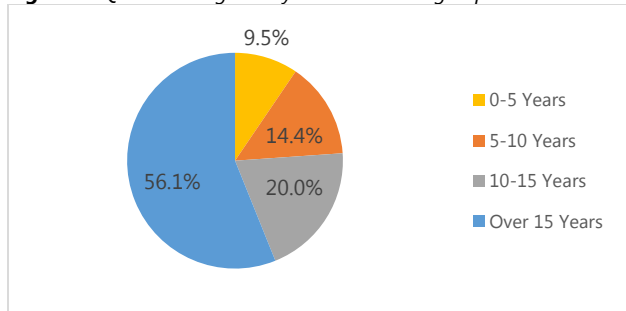
All survey responses are anonymous. Survey data is tabulated only in the aggregate. None of the questions asked participants to provide information that identifies them as individuals, and neither TNTP nor SBOE are able to link any responses to an individual.

Results Summary

Demographics

A total of 633 respondents took the survey. A majority of respondents (85.6%) identified as teachers (full-time, part-time, special education, or retired), *over half (56.1%) of all respondents have been working in public education for over 15 years and over 76% have been in the field for over 10 years*. Respondents represented all grade levels across multiple subject areas as well as School Corporations and Charter Management Organizations.

Figure 1: Q1. How long have you been working in public education?



Educators believe that the evaluation system should help teachers refine and improve instructional practice, however, many do not feel that the current system meets this purpose. Further, a large proportion of educators indicated that they did not feel there are sufficient resources for teachers, evaluators, school leaders, or administrators to support the evaluation process at the School, School District/Corporation, or State level.

Nearly all respondents (94%) indicated that they felt it was important to have an evaluation system that helps teachers improve their instructional practice by providing timely, specific and useful feedback. Further, respondents felt that evaluation results should be used to help determine targeted professional development opportunities, leadership opportunities, and opportunities for career advancement.

Only 23% of respondents agree with the purpose of the educator evaluation system that was communicated to them.

However, there are inconsistencies in what respondents felt the system should accomplish with what is being communicated to them. While over half of respondents (51%) indicated that they understand the purpose of the educator evaluation system, only 23% indicated they agree with the purpose of the educator evaluation system that was communicated to them. Over a third (36%) of respondents noted they did not agree with the purpose as it was communicated to them. Further analysis of this subgroup reveals that *many respondents understand the purpose of evaluations, as it was communicated to them, is to satisfy state requirements.*

When asked about their overall experience with communication 25% indicated that they did not feel teachers received sufficient information or resources to support the evaluation process and 20% did not feel evaluators received sufficient information. *Approximately 8% of respondents indicated they did not receive any information on the process.* Most respondents indicated that they rely on their School or District/Corporation. Approximately 40% of respondents did not feel that the State Department provided sufficient resources to support the evaluation process.

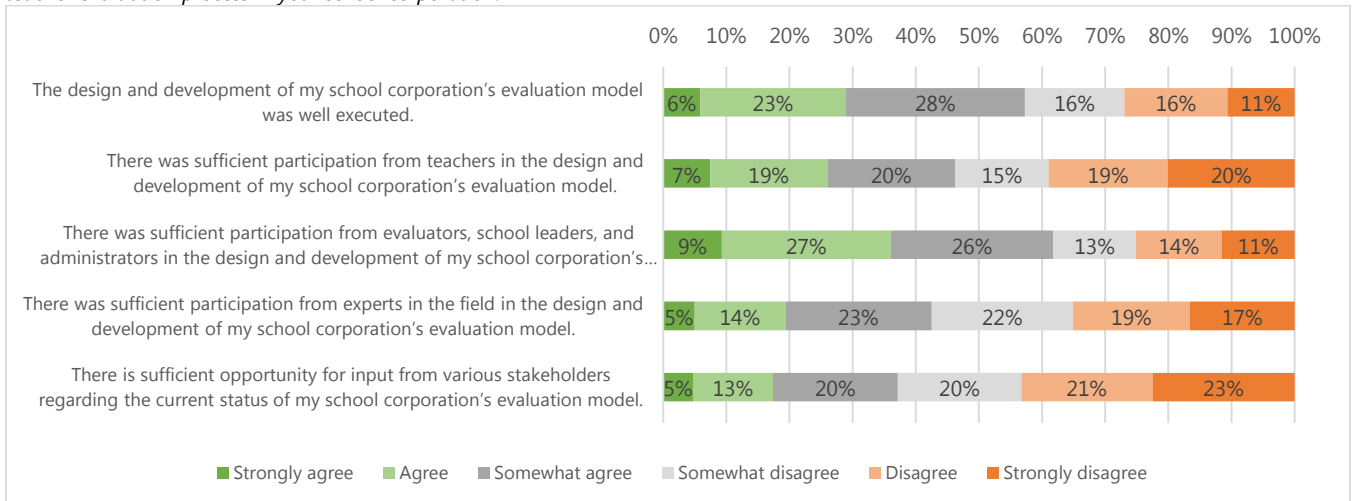
Approximately 40% of respondents did not feel that the State Department provided sufficient resources to support the evaluation process.

Current Educator Evaluation Process: Design and Implementation

Favorability toward the design and implementation of the current evaluation process is low. Many respondents felt that there was insufficient participation from stakeholders including teachers, evaluators, and external experts.

On average, only 25% of respondents felt favorably toward the design and implementation of the current teacher evaluation process while 41% felt neutral, and 34% felt unfavorable. Figure 2 shows that a reason for low favorability may be due to the perception that there was insufficient input from various stakeholders during the design process. Only 19% agreed that there was sufficient participation from experts in the field. 26% agreed that there was sufficient participation from teachers and 36% agreed there was sufficient participation from evaluators, school leaders and administrators. *Almost 39% of respondents felt there was insufficient participation from teachers in the design and development of their school corporation's evaluation model.*

Figure 2: Q15. Please indicate your level of agreement with each of the following statements about the design and implementation of the current teacher evaluation process in your school corporation:

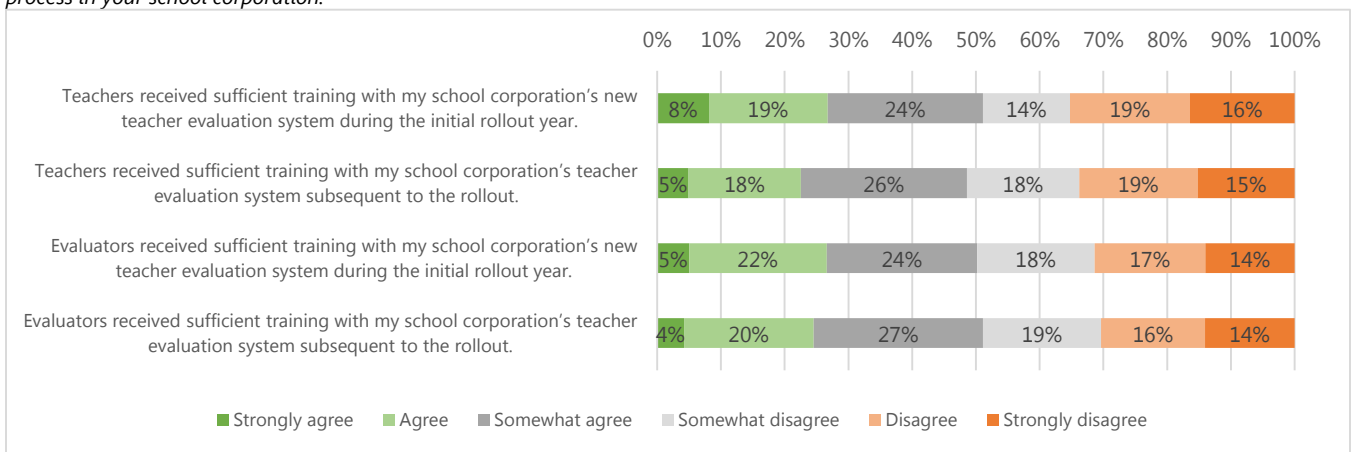


Most teachers are not satisfied with the evaluation process. This is not surprising since most teachers have reported receiving poor or no training on the evaluation system, and they do not feel their evaluators or the observations tools can accurately assess their performance.

Overall, *over half (51%) of respondents indicated they are not satisfied with the current evaluation process in their school corporation.* While respondents were generally confident that they understand the evaluation process their school corporation uses, the vast majority did not feel the process accurately reflects teacher effectiveness nor did they feel that the process helps teachers improve their instructional practice. Less than 24% of respondents felt that feedback given by evaluators through the evaluation process helps identify strengths and weaknesses in their practice.

On average, *only 26% of respondents felt favorably toward training* for the current teacher evaluation process in their school corporation while 42% felt neutral, and 33% felt unfavorable. Over a third (35%) of respondents did not feel that teachers received sufficient training and about 30% did not feel that evaluators received sufficient training.

Figure 3: Q16. Please indicate your level of agreement with each of the following statements about training for the current teacher evaluation process in your school corporation:



When respondents were asked about their own training, the majority indicated that they currently receive training on their school corporation's evaluation system from their School and School District or Corporation. However, *17% indicated they did not receive any formal training.*

Similarly, the majority of respondents indicated that they currently receive training on the state's evaluation policies from their School and School District or Corporation. Many respondents also indicated that they received training from the Education Service Center (ESC) and the Teacher's Association.

Confidence in the ability of evaluators to provide a fair and accurate assessment of teacher performance was low; only 28.4% of respondents indicated they were Confident or Very Confident while 39.1% indicated they were Not Confident and only 13% felt that evaluation ratings are accurate reflections of teacher effectiveness.

Almost 40% indicated they were Not Confident in the ability of evaluators to provide a fair and accurate assessment of teacher performance.

On average, 22% did not feel that the rubrics address criteria for good classroom/teaching practice. Further, 37% of respondents did not feel that evaluators or observers have an accurate perception of a teacher's overall classroom practice during the observation process.

Only 13% felt that evaluation ratings are accurate reflections of teacher effectiveness.

When asked about the rubrics, 32% of respondents agreed that teachers have clear understanding of what they are being observed on, however, 22% did not agree. Approximately 20% of respondents did not feel that teachers at their school have a clear understanding of the rubrics used during observations and 18% did not feel that evaluators at their school have a clear understanding of the rubrics. This data may be attributed to the low favorability towards training and the belief that there teachers and evaluators are not receiving sufficient training on the system.

Approximately 20% of respondents did not feel that evaluators or teachers have a clear understanding of the rubrics used during observations.

When asked to select elements respondents felt would increase their confidence in the credibility of the evaluation system, the top five responses were:

1. Annual surveys of all teachers on their satisfaction with the evaluation process (61.3%)
2. Evaluators are themselves evaluated in a transparent process that includes similar factors of effectiveness as those used to evaluate teachers (60.9%)
3. Comprehensive training of evaluators on the evaluation model and quality checking of their work (42.2%)
4. Comprehensive training of educators (classroom teachers) on the evaluation model (41.3%)
5. Clear timeline and expectations for the evaluation process (40.4%)

Current Educator Evaluation Process: System Components (Use of Student Learning/Objective Measures and Feedback)

There were some conflicting responses around use of student data and the feedback and observation process. These conflicts are likely due to the reported lack of communication and training.

Approximately *two-thirds (66%) of respondents felt that student growth/achievement measures should be used to measure teacher impact on student learning as part of the teacher evaluation process.* However, when respondents were asked to select elements that was important to ensure a summative evaluation process is fair and comprehensive, "Objective measures/Student growth and achievement data" was ranked the lowest in terms of importance. This indicates a mistrust or misunderstanding in how these measures are being used given many educators indicated that teachers and evaluators did not receive sufficient training in the process. Further, there appears to be limited resources available to educators around this topic and as a result approximately 71% of teachers believe student learning should make up 15% or less of the overall evaluation.

Similarly, while respondents felt that "Post-conference and feedback sharing after observation" was the most important element in ensuring a fair and comprehensive practice, most respondents did not feel that evaluators or observers have an accurate perception of a teacher's overall classroom practice during the observation process. Again, one possible reason underlying this observed contrast may be due to the limited communication and/or training on the process.

Appendix A: May 2015 Indiana Educator Evaluation Survey Responses (Completed Surveys)

1. How long have you been working in public education?

Answer Options	Response Percent	Response Count
0-5 Years	9.5%	60
5-10 Years	14.4%	91
10-15 Years	20.0%	126
Over 15 Years	56.1%	354
answered question		631
skipped question		2

2. In what capacity are you currently employed in Indiana?

Answer Options	Response Percent	Response Count
Full-time classroom teacher	73.3%	463
Part-time classroom teacher	0.2%	1
Special education teacher (FT or PT)	7.8%	49
Support services professional (e.g., psychologist, speech therapist, counselor, etc.)	4.3%	27
Instructional coach or mentor	2.2%	14
Administrator (e.g., Principal, Vice Principal, or Department Chair)	3.8%	24
Long-term substitute or substitute teacher (including per diem)	0.2%	1
Retired teacher	4.3%	27
Retired administrator	0.3%	2
Other (please specify)	3.8%	24
answered question		632
skipped question		1

3. How long have you been in your current role?

Answer Options	Response Percent	Response Count
0-5 Years	29.8%	188
5-10 Years	23.0%	145
10-15 Years	16.3%	103
Over 15 Years	30.9%	195
answered question		631
skipped question		2

4. Please select the level(s) which most closely describes your school. (Check all that apply)

Answer Options	Response Percent	Response Count
Elementary	44.3%	279
Middle / Junior High	27.0%	170
High	34.6%	218
School Corporation or Charter Management Organization	4.0%	25
answered question		630
skipped question		3

5. What grade do you spend the MOST time teaching or supporting? (Check one) If your time is split equally between grades, please check those grades.

Answer Options	Response Percent	Response Count
Pre-K	2.7%	17
Kindergarten	12.2%	77
1st Grade	12.7%	80
2nd Grade	13.4%	85
3rd Grade	16.3%	103
4th Grade	14.2%	90
5th Grade	14.1%	89
6th Grade	12.5%	79
7th Grade	13.9%	88
8th Grade	14.2%	90
9th Grade	16.1%	102
10th Grade	21.2%	134
11th Grade	19.8%	125
12th Grade	18.7%	118
District-wide	4.7%	30
answered question		632
skipped question		1

6. What subject area do you spend the MOST time teaching? (Check one) If your time is split equally between subjects, please check those subjects.

Answer Options	Response Percent	Response Count
Early Childhood	1.9%	12
Elementary	27.3%	171
English/Language Arts/Literature	23.0%	144
ESL	1.9%	12
Mathematics	18.5%	116
Reading	11.5%	72
Science (Biology, Chemistry, Physics, Earth Science, etc.)	11.5%	72
Social Studies	9.4%	59
Special Education	10.7%	67
Specials: Art, Music, Foreign Languages, Physical Education, Drama, Technology, etc.	13.2%	83
Career and Technical Areas	4.8%	30
Other (please specify)	6.4%	40
answered question		627
skipped question		6

7. How important is it that an evaluation system accomplishes the following objectives?

Answer Options	Very important	Important	Somewhat Important	Not important	Rating Average	Response Count
An evaluation system should recognize exemplary performance.	239	248	71	14	3.24	572
An evaluation system should identify poor performance.	277	231	52	11	3.36	571
An evaluation system should help teachers improve their instructional practice by providing specific and useful feedback.	396	141	28	8	3.61	573
An evaluation system should help teachers improve their instructional practice by timely feedback.	383	153	30	6	3.60	572
An evaluation system should identify and offer concrete steps to remedy poor performance.	377	151	33	11	3.56	572
answered question						575
skipped question						58

8. Please indicate your level of agreement with the following statements:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count
All teachers should be observed regularly throughout the year.	105	194	141	59	52	23	4.50	574
All teachers should receive annual formative evaluations that identify clear areas for development.	108	206	138	46	50	26	4.57	574
All teachers should receive an annual summative evaluation rating that is a clear measure of their performance as a teacher.	110	186	123	59	53	40	4.56	571
answered question								575
skipped question								58

9. Please indicate your level of agreement with each of the following statements about the purpose of the current teacher evaluation process in your school corporation:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count
The purpose of the evaluation system has been clearly communicated to me.	77	190	131	67	73	33	4.06	571
I understand the purpose of the educator evaluation system.	78	213	127	63	59	31	4.17	571
I agree with the purpose of the educator evaluation system that was communicated to me.	29	102	145	89	117	87	3.25	569
My school corporation's educator evaluation system serves the purpose that was communicated to me.	36	113	147	98	88	83	3.40	565
answered question								571
skipped question								62

10. What was the primary purpose of the current teacher evaluation process in your school corporation as it was communicated to you?

Answer Options	Response Percent	Response Count
The purpose of the educator evaluation system is to recognize exemplary performance.	9.5%	54
The purpose of the educator evaluation system is to identify poor performance.	16.1%	92
The purpose of the educator evaluation system is to help teachers improve their instructional practice by providing specific and useful and timely feedback.	47.5%	271
The purpose of the educator evaluation system is to identify and offer concrete steps to remedy poor performance.	4.2%	24
Other (please specify)	22.8%	130
answered question		571
skipped question		62

11. Please select your school corporation's evaluation model.

Answer Options	Response Percent	Response Count
RISE Model (No changes from model plan)	20.2%	103
Modified RISE	44.8%	229
TAP Model	4.1%	21
Locally Developed Model	23.3%	119
I am not familiar with the evaluation plan my school corporation uses.	3.5%	18
Other (please specify)	4.1%	21
<i>answered question</i>		511
<i>skipped question</i>		122

12. How long has your school corporation been using the teacher evaluation system referenced in previous question?

Answer Options	Response Percent	Response Count
0-1 Year	9.2%	47
2-3 Years	66.5%	341
More than 3 Years	18.3%	94
Not sure	6.0%	31
<i>answered question</i>		513
<i>skipped question</i>		120

13. Please select your primary evaluator's role.

Answer Options	Response Percent	Response Count
Principal	66.2%	339
Assistant Principal	20.7%	106
Dean	0.6%	3
School Improvement Officer	0.2%	1
Department Director or Manager	3.3%	17
Instructional or Curriculum Specialist	1.4%	7
Instructional or Curriculum Coordinator	0.8%	4
Other (please specify)	6.8%	35
<i>answered question</i>		512
<i>skipped question</i>		121

14. In your opinion, should teachers have a role in evaluating their peers?

Answer Options	Response Percent	Response Count
Yes	30.4%	155
No	69.6%	355
<i>answered question</i>		510
<i>skipped question</i>		123

15. Please indicate your level of agreement with each of the following statements about the design and implementation of the current teacher evaluation process in your school corporation:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count
The design and development of my school corporation's evaluation model was well executed.	30	117	144	80	83	54	3.55	508
There was sufficient participation from teachers in the design and development of my school corporation's evaluation model.	38	94	103	75	96	102	3.21	508
There was sufficient participation from evaluators, school leaders, and administrators in the design and development of my school corporation's evaluation model.	47	135	130	66	69	58	3.70	505
There was sufficient participation from experts in the field in the design and development of my school corporation's evaluation model.	25	72	116	112	93	83	3.15	501
There is sufficient opportunity for input from various stakeholders regarding the current status of my school corporation's evaluation model.	24	64	100	99	105	114	2.93	506
answered question								510
skipped question								123

16. Please indicate your level of agreement with each of the following statements about training for the current teacher evaluation process in your school corporation:

Answer Options	Strongly Agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count
Teachers received sufficient training with my school corporation's new teacher evaluation system during the initial rollout year.	41	94	123	69	95	83	3.34	505
Teachers received sufficient training with my school corporation's teacher evaluation system subsequent to the rollout.	25	89	132	89	94	77	3.27	506
Evaluators received sufficient training with my school corporation's new teacher evaluation system during the initial rollout year.	25	108	118	92	87	70	3.36	500
Evaluators received sufficient training with my school corporation's teacher evaluation system subsequent to the rollout.	21	101	132	92	81	70	3.35	497
answered question								507
skipped question								126

17. Please select the entity that provided you with formal training on your school corporation's teacher evaluations system. (Check all that apply)

Answer Options	Response Percent	Response Count
School	48.3%	247
School District or Corporation	40.1%	205
State Department	3.1%	16
Self-trained	11.4%	58
I did not receive training	17.0%	87
Other (please specify)	7.4%	38
answered question		511
skipped question		122

18. Based on your personal experience with training, who should be the primary training provider for teacher evaluations?

Answer Options	Response Percent	Response Count
School	38.6%	195
School District or Corporation	47.3%	239
State Department	8.3%	42
Other (please specify)	5.7%	29
answered question		505
skipped question		128

19. Please select the entity that provided you with formal training on the state's evaluation policy. (Check all that apply)

Answer Options	Response Percent	Response Count
School	36.8%	188
School District or Corporation	34.4%	176
State Department	3.5%	18
Self-trained	6.8%	35
Higher Education/Credentialing program	1.6%	8
I did not receive training	31.5%	161
Other (please specify)	6.7%	34
answered question		511
skipped question		122

20. Please select the entity that provided you with resources and information on the state's evaluation policy. (Check all that apply)

Answer Options	Response Percent	Response Count
School	41.7%	212
School District or Corporation	42.5%	216
State Department	10.2%	52
Self-trained	9.8%	50
Higher Education/Credentialing program	2.4%	12
I did not receive any resources or information	18.9%	96
Other (please specify)	9.1%	46
answered question		508
skipped question		125

21. Please rate your level of confidence in the ability evaluators to provide you with a fair and accurate assessment of teacher performance at your school corporation:

Answer Options	Response Percent	Response Count
Very confident	6.3%	32
Confident	22.1%	113
Somewhat confident	31.5%	161
Not confident	39.1%	200
No opinion	1.0%	5
<i>answered question</i>		511
<i>skipped question</i>		122

22. Of the choices below, which characteristics would make you feel MOST confident in the ability evaluators to provide teachers with a fair and accurate performance evaluation? Please select up to three and rank your choices. An evaluator who...

Answer Options	Most confident	Second most confident	Third most confident	Rating Average	Response Count
Has significant experience teaching within the school corporation or in a similar school	132	97	69	2.21	298
Has demonstrated effectiveness as a teacher (regardless of content area)	104	119	67	2.13	290
Has demonstrated knowledge in the content area or one related to one they will be evaluating	126	73	84	2.15	283
Is an expert in the corporation's evaluation process	20	44	67	1.64	131
Has had significant training in conducting an effective evaluation	79	88	100	1.92	267
Teaches in the same school as the one they will be evaluating in (or is very familiar with the school)	43	56	61	1.89	160
<i>answered question</i>					509
<i>skipped question</i>					124

23. Please indicate your level of agreement with each of the following statements about the current teacher evaluation process in your school corporation:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count	
I understand the evaluation process my school corporation uses.	90	199	137	43	27	12	4.48	508	
Evaluation ratings are accurate reflections of teacher effectiveness.	12	55	139	90	92	118	2.92	506	
The evaluation process recognizes exemplary performance.	28	114	155	75	72	61	3.54	505	
The evaluation process helps teachers improve their instructional performance by providing specific and useful feedback.	26	69	134	100	103	76	3.19	508	
The evaluation process helps teachers improve their instructional performance by providing timely feedback.	30	80	143	94	90	69	3.33	506	
Feedback given by evaluators through the teacher evaluation system helps teachers identify strengths in their practice.	30	89	160	91	77	61	3.45	508	
Feedback given by evaluators through the teacher evaluation system helps teachers identify weaknesses in their practice.	30	79	180	96	65	54	3.51	504	
The evaluation process promotes student achievement.	25	38	85	92	97	170	2.60	507	
Overall, I am satisfied with the current teacher evaluation process in my school corporation.	19	47	92	90	107	152	2.67	507	
answered question									509
skipped question									124

24. Please select the rubric your school corporation uses as part of the teacher evaluation system.

Answer Options	Response Percent	Response Count
Teacher Effectiveness Rubric (TER) from RISE	28.9%	132
Modified Teacher Effectiveness Rubric (TER) from RISE	47.4%	216
Danielson	2.0%	9
Marzano	5.7%	26
Other (please specify)	16.0%	73
answered question		456
skipped question		177

25. Please indicate your level of agreement with each of the following statements about the rubric currently used as part of the teacher evaluation process in your school corporation:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count	
The rubric accurately addresses the criteria for good classroom/teaching practice.	28	116	125	87	60	42	3.65	458	
Teachers at my school have a clear understanding of the rubrics used during observations.	27	116	131	89	54	40	3.68	457	
Evaluators at my school have a clear understanding of the rubrics used during observations.	40	138	121	74	46	38	3.86	457	
answered question									458
skipped question									175

26. Please indicate your level of agreement with each of the following statements about the observation frameworks in your school corporation:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count	
Evaluators or observers have an accurate perception of a teacher's overall classroom practice of the during the observation process.	17	83	94	92	86	85	3.12	457	
Teachers at my school have a clear understanding of what they are being observed on.	32	113	133	82	54	45	3.68	459	
Evaluators at my school have a clear understanding of what they need to observe during the evaluation process.	38	122	143	67	43	44	3.81	457	
Teachers at my school understand sources of data (evidence) to help identify student growth.	40	139	129	76	39	35	3.91	458	
Evaluators at my school understand sources of data (evidence) teachers uses to help identify student growth.	44	141	129	60	46	37	3.93	457	
Currently, observations are being conducted at the right frequency at my school.	43	110	98	58	57	91	3.46	457	
Currently, observations are being conducted at the right length of time at my school.	43	132	100	61	45	75	3.65	456	
answered question									460
skipped question									173

27. In your opinion, what are the MINIMUM frequency and length of observations necessary in order for the evaluator to reach a fair and accurate assessment of your instructional performance?

Frequency

Answer Options	0-1	2-3	4-5	6-7	More than 7	Response Count
Short observations	114	223	67	14	34	452
Long observations	245	187	14	1	3	450

Length

Answer Options	Under 10 minutes	At least 10 minutes	At least 15 minutes	At least 20 minutes	At least 30 minutes	At least 45 minutes	At least 60 minutes	Response Count
Short observations	99	152	118	61	18	1	1	450
Long observations	7	6	15	42	166	169	41	446

28. Please indicate your preference among the following options:

Answer Options	Response Percent	Response Count
I would prefer more frequent observations throughout the year for shorter periods of time and give/receive regular informal feedback (i.e., email messages or web-based communication).	43.5%	198
I would prefer less frequent observations throughout the year for longer periods and give/receive less frequent but formal feedback (i.e., post-observation reports).	21.1%	96
I have no preference between the two options above.	35.4%	161
answered question		455
skipped question		178

29. To what extent should student learning (student growth and achievement data or objective measures) be used as part of a teacher's overall performance evaluation score?

Answer Options	Response Percent	Response Count
0-15%	71.6%	328
15-25%	16.6%	76
25-35%	6.8%	31
35-50%	2.8%	13
Above 50%	2.2%	10
answered question		458
skipped question		175

30. Which, if any, of the following should be used to measure teacher impact on student learning as part of the teacher evaluation process? (Check all that apply)

Answer Options	Response Percent	Response Count
Student academic growth based on school- or teacher-generated assessments aligned to learning standards	66.0%	277
Student work products assessed according to standardized rubrics	37.1%	156
Student achievement using state standardized test scores (for those grades and subjects where data are available)	8.6%	36
Student growth using state standardized test scores (for those grades and subjects where data are available)	12.9%	54
Student engagement levels	37.6%	158
School-wide student achievement	18.1%	76
School-wide student growth	24.3%	102
Other (please specify)	12.1%	51
answered question		420
skipped question		213

31. Please rate the importance of each of the following elements in ensuring that a summative evaluation process is fair and comprehensive:

Answer Options	Very Important	Important	Somewhat important	Should not be included	Rating Average	Response Count
Announced teacher observations	147	164	115	35	2.92	461
Unannounced teacher observations	76	156	153	75	2.51	460
Pre-conference before observation	75	105	149	123	2.29	452
Post-conference and feedback sharing after observation	263	143	46	7	3.44	459
Goal-setting conferences and measurements	97	162	127	72	2.62	458
Final evaluation review with principal	203	144	87	24	3.15	458
Written professional development plan	67	102	161	127	2.24	457
Objective measures/Student growth and achievement data	52	117	153	136	2.19	458
answered question						463
skipped question						170

32. Which of the following processes, if implemented, would INCREASE your confidence in the credibility of the evaluation system? (Check all that apply)

Answer Options	Response Percent	Response Count
Frequent observation of your classroom teaching	29.0%	132
Observation by multiple evaluators prior to assigning a final rating	39.8%	181
Greater transparency on the district-wide distribution of evaluation ratings	34.3%	156
Greater transparency on the state-wide distribution of evaluation ratings	26.8%	122
Clear performance standards with evaluation rubrics and ratings aligned with those standards	29.5%	134
Clear timeline and expectations for the evaluation process	40.4%	184
District implementation of a process to check the consistency of evaluation results across the district	38.5%	175
Comprehensive training of educators (classroom teachers) on the evaluation model	41.3%	188
Comprehensive training of evaluators on the evaluation model and quality checking of their work	42.2%	192
Annual surveys of all teachers on their satisfaction with the evaluation process	61.3%	279
Evaluators are themselves evaluated in a transparent process that includes similar factors of effectiveness as those used to evaluate teachers	60.9%	277
Other (please specify)	13.6%	62
<i>answered question</i>		455
<i>skipped question</i>		178

33. Please select the entity that you currently rely on for resources and information on your evaluation process. (Check all that apply)

Answer Options	Response Percent	Response Count
School	68.5%	315
School District or Corporation	50.9%	234
State Department	15.7%	72
Higher Education Institutions	3.0%	14
News (TV/Radio, Online, Print)	5.4%	25
I did not receive resources and information on this subject	7.8%	36
Other (please specify)	7.2%	33
<i>answered question</i>		460
<i>skipped question</i>		173

34. Please indicate your level of agreement with each of the following statements about the resources, tools, and communication you receive regarding your school corporation's evaluation system:

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Rating Average	Response Count
Teachers receive sufficient information about the evaluation process on a regular basis.	27	98	142	80	75	38	3.58	460
Evaluators receive sufficient information about the evaluation process on a regular basis.	27	92	165	70	64	26	3.71	444
School leaders and administrators sufficient information about the evaluation process on a regular basis.	26	94	149	78	60	30	3.68	437
My school provides sufficient resources and tools to support the evaluation process.	20	85	146	92	69	45	3.47	457
My school corporation provides sufficient resources to support the evaluation process.	18	84	129	93	80	48	3.39	452
The State Department provides sufficient resources to support the evaluation process.	11	44	108	103	92	91	2.90	449
answered question								461
skipped question								172

35. Please respond to the following set of statements under the assumption that there is a fair and comprehensive evaluation system in place. To what extent do you agree that evaluation results should be considered as a factor in the following personnel decisions?

Answer Options	Strongly agree	Agree	Somewhat agree	Somewhat disagree	disagree	Strongly disagree	Rating Average	Response Count
Leadership opportunities	54	173	140	36	32	21	4.26	456
Opportunities for career advancement	52	178	140	31	30	27	4.24	458
Tenure granting decisions	70	144	119	54	29	34	4.16	450
Potential for increased freedom to choose own curriculum	87	134	114	42	39	36	4.18	452
Opportunities for increased or accelerated compensation for highly effective teachers	82	103	101	46	47	76	3.78	455
Salary schedule freezes for ineffective teachers	31	59	100	96	79	94	3.10	459
Targeted professional development opportunities	107	163	121	23	19	22	4.55	455
Limits on transfer opportunities (i.e., no transfer option for unsatisfactory performance)	21	53	116	93	76	97	3.03	456
Teacher displacement decisions in the event of position or budget cuts	45	74	115	75	54	91	3.36	454
answered question								459
skipped question								174

Appendix B: January 2015 Indiana Educator Evaluation – Stakeholder Engagement Survey

- Total Number of Respondents: 2,429
 - Completed Surveys: 1,891
 - Completion Rate: 77.9%

1. In what capacity are you currently employed in Indiana?

Answer Options	Response Percent	Response Count
Full-time classroom teacher	82.8%	1566
Part-time classroom teacher	0.8%	15
Support services professional (e.g., psychologist, speech therapist, counselor, etc.)	3.4%	65
Instructional coach or mentor	2.2%	41
Administrator (e.g., Principal, Vice Principal, or Department Chair)	5.7%	108
Long-term substitute or substitute teacher (including per diem)	0.2%	4
I am not a teacher in Indiana	0.2%	4
Other (please specify)	4.7%	88
answered question		1891

Note: Other category included; other teachers (special education, music, art, physical education, or Title I teachers) retired teachers, district and school support staff, specialists (library/media specialist), higher education professionals, and parents.

2. How long have you been in your current role?

Answer Options	Response Percent	Response Count
Less than 5 Years	22.0%	414
5-10 Years	23.1%	435
More than 10 Years	55.0%	1036
answered question		1885

3. The geographic region that best describes my school corporation:

Answer Options	Response Percent	Response Count
Northern Indiana	32.5%	612
Southern Indiana	18.2%	343
Central Indiana	49.3%	927
answered question		1882

4. I would describe my district as

Answer Options	Response Percent	Response Count
Rural	38.5%	725
Suburban	30.4%	572
Urban	31.1%	586
answered question		1883

5. Please select the school level(s) which most closely describes your school. (Check all that apply)

Answer Options	Response Percent	Response Count
Elementary	-	952
Middle / Junior High	-	557
High	-	610

6. What grade do you spend the MOST time teaching or supporting?

Answer Options	Response Percent	Response Count
Kindergarten	7.0%	129
1st Grade	6.1%	114
2nd Grade	7.5%	139
3rd Grade	10.9%	202
4th Grade	7.6%	140
5th Grade	8.1%	150
6th Grade	7.6%	140
7th Grade	9.4%	174
8th Grade	7.6%	141
9th Grade	8.1%	151
10th Grade	8.9%	165
11th Grade	5.9%	110
12th Grade	5.3%	99
answered question		1854

7. Please select your evaluator's role.

Answer Options	Response Percent	Response Count
Principal	66.2%	1240
Assistant Principal	22.2%	416
Dean	0.8%	15
School Improvement Officer	0.1%	2
Department Director or Manager	3.0%	57
Instructional or Curriculum Specialist	1.1%	20
Instructional or Curriculum Coordinator	0.9%	16
Other (please specify)	5.7%	106
answered question		1872

8. Please select your school corporation's evaluation model. (Select best choice)

Answer Options	Response Percent	Response Count
RISE Model (No changes from model plan)	26.6%	500
RISE – Modified Model	41.6%	783
TAP Model	4.3%	80
Locally Developed Model	22.8%	428
I am not familiar with the evaluation plan my school corporation uses.	1.7%	32
Other (please specify)	3.0%	57
answered question		1880

9. How long has your school corporation been using the new teacher evaluation system?

Answer Options	Response Percent	Response Count
0-1 Year	9.5%	179
2-3 Years	75.3%	1418
More than 3 Years	9.7%	182
Not sure	5.6%	105
answered question		1884

10. Was your school corporation part of the RISE Pilot?

Answer Options	Response Percent	Response Count
Yes	13.4%	252
No	54.4%	1020
Not sure	32.1%	602
answered question		1874

11. Overall Satisfaction

Answer Options	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied	Rating Average	Response Count
Overall, how satisfied are you with your school corporation's evaluation system?	350	404	328	438	278	77	3.06	1875

12. Confidence & Purpose - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
I am confident with my corporation's teacher evaluation system.	376	425	327	382	276	99	3.03	1885
I understand the purpose of the teacher evaluation system.	137	149	150	460	670	310	4.23	1876
The teacher evaluation system is fair.	566	401	339	291	193	84	2.68	1874

13. What was your experience with training for your school corporation's new teacher evaluation system? (Select the best response)

Answer Options	Response Percent	Response Count
I received multiple formal training throughout the school year (6 or more hours combined).	18.1%	340
I received some formal training throughout the school year (less than 6 hours combined).	25.6%	481
I received multiple formal training only at the beginning of the school year (6 or more hours combined).	3.3%	62
I received some formal training only at the beginning of the school year (less than 6 hours combined).	30.3%	569
I did not receive any formal training.	22.6%	424
answered question		1876

14. Who provided you with the formal training on your school corporation's teacher evaluation system? (Check all that apply)

Answer Options	Response Percent	Response Count
Regional Service Center	-	124
School Corporation	-	763
School	-	810
Professional Learning Community	-	139
N/A (Did not receive formal training)	-	368
Other (please specify)	-	1

15. Training - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
I received sufficient training with my school corporation's new teacher evaluation system during the initial rollout year.	348	377	260	410	331	124	3.20	1850
Overall, I received sufficient training with my school corporation's new teacher evaluation system.	346	365	276	386	354	118	3.21	1845
The trainings helped me better understand how to identify quality teaching in the classroom.	481	427	287	319	236	92	2.83	1842

16. Implementation - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
Evaluators can clearly communicate information regarding the evaluation process.	217	319	309	522	383	116	3.47	1866
Overall, the teacher evaluation system helps me improve my teaching.	558	398	280	365	185	74	2.70	1860
The person who evaluated my performance has an accurate perception of my classroom practice.	315	276	236	411	420	200	3.51	1858
At my school, evaluation ratings are accurate reflections of teacher effectiveness.	430	380	327	372	258	100	2.97	1867
The feedback I receive through the teacher evaluation system helps me identify strengths in my teaching.	366	295	292	485	295	119	3.22	1852
The feedback I receive through the teacher evaluation system helps me identify weaknesses in my teaching.	360	336	326	465	257	106	3.13	1850
I receive enough feedback on my performance from my evaluator.	283	251	290	464	413	149	3.50	1850
I receive enough feedback on my instructional practice from my evaluator.	290	275	308	454	379	137	3.42	1843

17a. How many times was your teaching observed this year by the supervisor who evaluates your performance (e.g., principal/AP)?

Answer Options	0-1	2-3	4-5	6-7	More than 7	Response Count
Short observations (15 minutes or less)	652	847	175	39	104	1817
Long observations (longer than 15 minutes, but not for a full period)	1108	651	54	7	10	1830

17b. How do you feel about how frequently this activity occurred?

Answer Options	Too frequent	Just right	Not frequent enough	Response Count
Short observations (15 minutes or less)	250	1023	470	1743
Long observations (longer than 15 minutes, but not for a full period)	250	1133	342	1725

18. What observation rubric does your school currently use as part of the teacher evaluation process? (Select the best choice)

Answer Options	Response Percent	Response Count
RISE Teacher Effectiveness Rubric (no modifications from model plan)	29.2%	545
Modified RISE Teacher Effectiveness Rubric (modification from model plan)	52.4%	978
Not sure/I am not familiar with the rubric that my school corporation uses.	5.5%	102
Other (please specify)	12.9%	240
answered question		1865

19. Rubrics- Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
The rubric my school corporation uses is easy to understand.	224	352	299	497	371	122	3.43	1865
The rubric my school corporation uses is fair.	332	349	355	435	287	104	3.84	1862
The rubric my school corporation uses is a good tool to help drive teacher practice.	458	387	333	366	211	98	3.74	1853

20. Student Learning Objectives (SLOs) - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
The SLO process my school corporation is streamlined and easy to understand.	397	388	318	371	260	73	2.96	1807
The SLO process is valuable to my own teaching practice.	626	385	284	284	163	53	2.52	1795
The SLO process has helped me improve my own teaching practice.	641	402	295	266	133	53	2.45	1790
The SLO process my school corporation uses is fair.	512	381	273	349	199	78	2.76	1792
Evaluators can clearly communicate information regarding SLOs to help teachers develop measureable and achievable student learning goals.	528	377	312	302	210	67	2.72	1796

21. Assessments & Objective Measures - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
There is adequate assessment coverage or guidance for objective measures of student learning.	344	355	321	399	319	95	3.15	1833
I have access to quality assessments.	294	301	288	452	380	112	3.36	1827
Objective measures should play in the overall teacher evaluation rating.	422	279	307	456	276	87	3.08	1827
Evaluators can clearly communicate information regarding assessment results.	283	329	379	445	303	86	3.23	1825

22. Instructional Culture - Please indicate the extent to which you agree with the following statements:

Answer Options	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Rating Average	Response Count
My school is committed to improving my instructional practice.	143	163	168	514	536	333	4.15	1857
Teachers at my school share a common vision of what effective teaching looks like.	155	193	242	433	539	294	4.02	1856
The expectations for effective teaching are clearly defined at my school.	189	213	280	438	466	271	3.86	1857