

Summary of TNTP's Recommendations for Improving Teacher Evaluation in Indiana

Topic	Legislative	Regulatory	Implementation
Vision-setting & Change Management Leadership	N/A	N/A	Set a vision and theory of action for teacher evaluation (pg. 6)
			Provide leadership for change management and implementation of newly adopted policies and practices (pg. 6)
			Ensure there a clear, frequent and high-quality communications and resources to support implementation at all levels of the State's education system (pg. 7)
			Allocate resources and personnel at the state level to support ensure implementation aligns with the State's vision and theory of action (pg. 7)
Increased Focus on High-Quality Training	N/A	Administrator & Evaluator Training: Require additional training whenever a corporation makes substantive changes to its evaluation plan (pg. 8)	Evaluator Training: Offer "plan agnostic" training for evaluators for trainers of evaluators (pg. 9) Leverage ESCs to provide high-quality training to school corporations (pg. 10) Highlight the mutually reinforcing nature of evaluator evaluation and teacher evaluation (pg. 10)
		Teacher Training: Require corporations to provide training to teachers on their corporation's evaluation plan (pg. 11) Require SBOE to establish standards for teacher training (pg. 11)	Teacher Training: SBOE establishes standards for teacher training on evaluation plans (pg. 11) Teacher Training: Support districts by identifying and promoting resources for conducting teacher training on evaluation plans (pg. 12) Offer a "plan agnostic" training for trainers of teachers that includes best practices and resources (pg. 12)

Objective Measures of Student Performance	N/A	Ensure corporations utilize comparable levels of objective measures of student performance by defining “significantly inform” (pg. 14)	Build off current support structures to help districts that must make design adjustments to comply with new definitions (pg. 15 and 16)
		Ensure an appropriate level of rigor in the definition of “negative impact” (pg. 15)	Leverage IDOE expertise to support SBOE and corporations to understand assessment guidance (pg. 16)
Educator Engagement	Require districts that wish to use a locally-created or modified plan to engage teachers in the design process (pg. 17)	N/A	Provide guidance to districts on how to create an implement an appropriate teacher engagement process (pg. 18)
Monitoring Plans for Consistency	Require corporations to submit locally-created or modified plans to IDOE for approval (pg. 19)	N/A	Support corporation administrators to leverage best practices when designing evaluation plans (pg. 19)
	Require regular monitoring and reporting of corporations’ plan implementation (pg. 19)		Institute a regular reporting cycle on the progress of implementation (pg. 20)
Revisions to the State’s Model Plan	Require SBOE to approve of changes to the model plan (pg. 20)	N/A	Streamline the TER and align it to the new state standards (pg. 20)
Compensation Models	Address the perceived impact of preventing compensation increases for teachers rated Improvement Necessary (pg. 21)	N/A	Support corporations by identifying exemplary compensation models when they are published on the IDOE website (pg. 23)
	Clarify the IDOE and SBOE’s authority to enforce compliance with compensation model requirements (pg. 22)		Support corporations to plan for sustainable compensation models (pg. 23)
	Allocate more funding for grants used to support performance compensation (pg. 22)		