Indiana Department of Education
SUPPORTING STUDENT SUCCESS

LEGISLATIVE GUIDANCE: EVALUATION PLANS

IC 20-28-11.5-4 **Requires school corporations to develop plans for annual performance evaluations beginning in the 2012-13 school year.**

We need to do everything we can to give all of our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, it is much harder to identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently struggle. **If we want to dramatically improve educational outcomes in our state, we must re-imagine the evaluation systems and policies that collectively impact the learning experience for Indiana's students.**

According to SECTION 4, an evaluation plan must include the following components:

1. **Annual performance evaluations for all certified employees.**
2. **Objective measures for student achievement and growth**, including methods for areas and subjects not measured by statewide assessments.
3. **Rigorous measures of teacher effectiveness**, including observations and other performance indicators.
4. **Annual designation of each certified employee in 1 of 4 ratings categories**: Highly Effective; Effective; Improvement Necessary; Ineffective.
5. **An explanation of the evaluator's recommendations for improvement**, including the time frame in which improvement is expected.
6. **A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.**

To comply with the required components, corporation plans will need to include the following:

- ✓ **An observation rubric** that allows for detailed descriptions at each level of performance for each indicator. An effective rubric will provide meaningful descriptions – not just a numerical rating – ensuring that teachers receive detailed, actionable feedback from their observers, including clear expectations for classroom practice.
- ✓ **A system to incorporate objective student performance data.** (Other locally determined measures are allowed. Refer to the MULTIPLE MEASURES guidance for details).
- ✓ **A process to tie evaluation results back to professional development** that is clearly aligned to the evaluation rubric's indicators and competencies (Refer to the LINKING PD guidance for details).
- ✓ **A plan and process for giving feedback, including remediation plans.**
- ✓ **A process for training observers and evaluators** on each piece of the system (Refer to the TRAINING guidance for details).
- ✓ **A process for the frequency and length of observations** that ensures at least two observations per evaluation to allow for professional growth.
- ✓ **A process for tracking data and managing documentation.**
- ✓ **A process for determining a summative rating.**
- ✓ **A plan to offer additional direct support to new and struggling teachers**. For example, this support could include additional observations, coaching, or mentoring.
- ✓ **A clear approach for evaluating different kinds of certified staff, including a clear process and criteria for those without classrooms,** for example, social workers, therapists, or instructional coaches (Refer to TEAM TEACHING/OTHER ROLES guidance for details)**.**
- ✓ **A system for monitoring the fairness, consistency and objectivity of the system** within and across local schools, including specific metrics to be used. For example, corporations should consider how the distribution of ratings compares with the evaluation scores of teachers, student growth data, and the accountability grade of the school (A-F) – and examine any inconsistencies.

Corporations may want to consider:

- Allowing for second or third party observers to provide multiple perspectives. In collecting evidence of teaching practice, it is not only important to use multiple sources of evidence or multiple measures, it can also be helpful to both evaluator and teacher if a second or third party observes.
- A plan to ensure a reasonable amount of inter-rater reliability among its observers. Training should address this, but how will the corporation ensure this continues? How will it revisit the training of observers, etc.?

PRINCIPAL EVALUATION

As certificated staff, principals fall under the new evaluation requirements of IC 20-28-11.5. The development of robust principal evaluations is important because the success of the evaluation of Indiana's teachers depends on strong accountability for school leaders. They play a critical role in creating an environment for teachers to be successful and contribute to student learning. As such, principal evaluations should examine their success in the support and the development of their staff.

Evaluations for principals must parallel the same requirements for teacher evaluations and should closely align with Indiana's building level administrator standards (link below). The RISE principal evaluation provides a model that school corporations may elect to use.

To see Indiana's principal standards, visit:
http://www.doe.in.gov/improvement/educator-effectiveness/repa-teacher-standards

SUPERINTENDENT EVALUATION

The Indiana Department of Education (IDOE) is currently assisting the Indiana School Boards Association (ISBA) and the Indiana Association of School Superintendents (IAPSS) in creating a tool for school boards that plan on developing superintendent evaluations in the coming months. As certificated staff, superintendents fall under the new evaluation requirements of IC 20-28-11.5.

The development of robust superintendent evaluations is important because the success of the evaluation of Indiana's teachers and principals may depend on strong accountability for district leaders. Superintendents can make a better case for holding educators to high levels of accountability when they themselves are being judged based on student outcomes. And Indiana's educators are more likely to accept strong accountability when they see themselves as being part of a broader system that has rigorous criteria built into it from top to bottom.

Superintendents deserve actionable feedback to best support the work happening in schools and classrooms, as their leadership is critical to the success of the school corporation. Although IDOE will not be approving, adopting or sanctioning any particular model for superintendent evaluation, these models are expected to comply with the requirements of IC 20-28-11.5 and closely align with the state's district level administrator standards (link below). IDOE's role will be to act as a thought partner and provide feedback to ISBA and IAPSS. In this capacity, IDOE's goal is to help school boards embrace strong district level accountability.

To see Indiana's superintendent standards, visit:
http://www.doe.in.gov/educatorlicensing/pdf/SchoolLeaderDistrictLevel.pdf

ADDRESSING SPECIAL SITUATIONS

Long-term absence issues

School corporations should establish a coherent policy for evaluations at the local level that includes allowances for extenuating circumstances (e.g. illness, maternity leave, personal leave, etc.). For example, a school corporation might use the accountability metric used for schools (162 days) in order for data to count towards their summative rating. If the teacher isn't present for 162 days, then the corporation may develop a summative rating based on measures that are available. As another example, an evaluation could be considered "incomplete" if a teacher leaves at the end of the school year or is gone for most of the year, though an expectation would be established that the evaluation is continued or finalized upon the teacher's return. Moreover, the implications for pay raises should also be decided at the local level.

Team teaching and other roles

School corporations (and in some instances individual schools) may need to decide how to make the link between data and teacher or teachers. This decision is especially important in instances when teachers push in or pull out of self-contained classrooms as well as in team teaching arrangements. Corporations will need to think carefully about instructional responsibility, shared responsibility, and time actually spent with students in a subject area before making these decisions. In some cases, this may be a school-based decision. It will be a local decision as to how the data is tied to teacher accountability. School corporations will be able to assign students to teachers in a way that makes sense within each instructional context.

School corporations may also have teachers or certified staff that do not have direct instructional responsibilities (e.g. instructional coaches, interventionists, media specialist, etc.). It is a local decision on how to approach the evaluation and inclusion of data in these instances.

More information on teachers in untested subject area can be found in ASSESSMENT guidance.