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ep. Robert Behning, Co-Chairperson
ep. Rhonda Rhoads
ep. Timothy Brown
ep. Edward Clere
ep. David Frizzell
ep. Kathleen Heuer
ep. Cindy Noe
ep. Jeffrey Thompson
ep. Greg Porter
ep. David Cheatham
ep. Clyde Kersey
ep. Vernon Smith
ep. Shelli Vandenburgh
en. Dennis Kruse, Co-Chairperson
en. Carlin Yoder
en. James Banks
en. James Buck
en. Luke Kenley
en. Jean Leising
en. Scott Schneider
en. Earline Rogers
en. Frank Mrvan
en. Timothy Skinner

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uthority: P.L. 160-2012

SELECT COMMISSION ON EDUCATION

Legislative Services Agency
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Indianapolis, Indiana 46204-2789
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MEETING MINUTES[1]

Meeting Date:	**August 14, 2012**
Meeting Time:	**1:00 P.M.**
Meeting Place:	**State House, 200 W. Washington St., House Chamber**
Meeting City:	**Indianapolis, Indiana**
Meeting Number:	**7**

Members Present: **Rep. Robert Behning, Co-Chairperson; Rep. David Frizzell; Rep. Kathleen Heuer; Rep. Cindy Noe; Rep. Jeffrey Thompson; Rep. David Cheatham; Rep. Greg Porter; Rep. Vernon Smith; Rep. Shelli Vandenburgh; Sen. Dennis Kruse, Co-Chairperson; Sen. James Banks; Sen. James Buck; Sen. Luke Kenley; Sen. Jean Leising; Sen. Earline Rogers; Sen. Frank Mrvan; Sen. Timothy Skinner.**

Members Absent: **Rep. Rhonda Rhoads; Rep. Timothy Brown; Rep. Edward Clere; Rep. Clyde Kersey; Sen. Carlin Yoder; Sen. Scott Schneider.**

(The following documents were distributed to Commission members at the start of the

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[1] These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at http://www.in.gov/legislative Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of $0.15 per page and mailing costs will be charged for hard copies.

meeting and are included as Exhibit A: Senate Enrolled Act 1-2011; "How RISE Works"; "RISE Evaluation and Development System Evaluator and Teacher Handbook Version 2.0"; "Legislative Guidance: Rigorous Measures"; "Legislative Guidance: Assessments"; "Legislative Guidance: Evaluation Plans"; and "Legislative Guidance: Submitting Evaluation Plans".)

Co-Chairperson Kruse called the meeting to order at 1:01 p.m., and called upon the Commission members to introduce themselves. Co-Chairperson Behning called upon Dale Chu, Indiana Department of Education (IDoE), to begin the testimony. (IDoE distributed materials concerning educator effectiveness and licensing that are included as Exhibit B.)

Mr. Chu provided an overview of teacher licensing and evaluation, explaining that IDoE has been focusing on the area since 2009. He called on Michelle McKeown, Assistant Director of Legal Affairs, IDoE, and Dan Clark, Executive Director, Indiana Education Roundtable, to discuss the Rules for Educator Preparation and Accountability (REPA II) that IDoE is in the process of adopting. (A PowerPoint presentation on REPA II, an overview of implementation, and "Myth v. Fact and FAQ: The Truth About REPA II" are included in Exhibit B.) Ms. McKeown explained that among the changes found in REPA II is the removal of the requirement that a principal hold a master's degree and a superintendent hold a doctoral degree; also, there will be increased options for teachers to add content areas to licenses by testing. Types of license will be referred to as "probationary" and "professional" in line with the terms used in the Indiana Code. An "adjunct teacher permit", which can be granted to an individual who has completed a bachelor's degree with at least a 3.0 grade point average and who passes certain tests, has been added.

Mr. Clark stated that the Education Roundtable has adopted three principles concerning teacher licensing: preparation, accountability, and local control of hiring and evaluation.

Jeffrey Botteron, Director of Educator Effectiveness and Leadership, IDoE, presented information concerning educator performance evaluations (Mr. Botteron's PowerPoint presentation, an overview of implementation, support and implementation documentation, and "FAQ and Myth vs. Fact: The Truth about Indiana's Educator Evaluations" are included in Exhibit B). The State Board of Education, together with IDoE, is charged by statute (IC 20-28-11.5-8) with adopting rules to establish: (1) the criteria for the four teacher performance categories (highly effective, effective, improvement necessary, and ineffective); (2) measures used to determine student learning; (3) standards that define actions that constitute a negative impact on student learning; and (4) standards for training evaluators. In addition, IDoE is required to develop a model evaluation system (the RISE Evaluation and Development System) that school corporations may use.

Mindy Schlegal, former Senior Policy Advisor for Educator Effectivenss and Leadership, IDoE, provided background information on how the educator evaluation programs were developed. The Indiana Teacher Evaluation Cabinet, which included teachers, administrators, union representatives, and other stakeholders, worked with IDoE and national experts to develop the RISE system. RISE was used as a pilot program in three school corporations, while alternative models were used in three other school corporations. (A video concerning the pilot program can be found at http://www.riseindiana.org/.)

Ashley Hebda, a teacher representing Stand for Children, stated that the passage of evaluation statutes is a step forward in the support of teachers and students. Teachers must assess, evaluate, and improve their performance. Effective teacher evaluations can guide professional development. She would recommend reliable and continual

communication between teachers, district leaders, and evaluators to make the evaluations useful. Clarity must be provided on how teachers will receive scores from the Indiana growth model. Teachers must feel on-going support from legislators, being provided with the resources necessary for evaluation and professional development.

Steve Baker, past president, Indiana Association of School Principals, served as a member of the Indiana Teacher Evaluation Cabinet. He stated that it was a good, collaborative process, with members from across the state and all levels of education, and feels the RISE system will be useful as a model of consistency for evaluators to use. The teacher rubrics are taken from research-based domains, and can be used on a daily basis.

Dr. Wendy Robinson, Superintendent, Fort Wayne Community Schools, stated that her school corporation was one of the pilot corporations for the RISE system. The Fort Wayne school corporation is the only urban school corporation to receive an "A" grade from IDoE. The school corporation will be using a hybrid evaluation system for the 2012-2013 school year, using the rubrics from the RISE system and a local system of support for teachers. She explained that they have found support for teachers to be a vital foundation for a successful evaluation and improvement system. They will be piloting a similar system for administrators. (Dr. Robinson distributed a letter that will be sent to all teachers and administrators as the school year begins - Exhibit C.)

Karen Combs, Director of Elementary Education, Lafayette School Corporation, stated that her school corporation has modified the RISE system. She has determined that each principal will need to spend about 17 hours per teacher to do effective evaluations, which is added to the principal's existing duties. This will lead to burn-out on the part of the administrators. She also stated that she believes the rules adopted by the State Board concerning evaluations go beyond the intent of the statutes adopted by the General Assembly.

Russ Mikel, Superintendent, Bremen Public Schools, explained that his corporation was one of the pilot school corporations that did not use the RISE system. The corporation developed a local plan, based on the McRel Teacher Evaluation model. The district feels the model has been successful in evaluating teachers.

Dan Sichting, Superintendent, Bloomfield School District, stated that his school corporation was one of the RISE system pilot program school corporations last year. He feels that the participation in the RISE program has helped to improve the school corporation's ISTEP performance. (Mr. Sichting's information is included as Exhibit D.)

Caitlin Hannon, a former IPS teacher currently employed by Teach Plus, stated that ISTEP scores should be used as a major component of teacher evaluations. This would focus the evaluation on student outcomes.

Dr. Thomas Keeley, Assistant Superintendent, Beech Grove City Schools, has served as a member of IDoE's Evaluation Cabinet that designed the RISE system. Beech Grove participated in the pilot program, using the TAP evaluation and support system. While he considers TAP to be a better system, he believes the RISE rubrics are an excellent starting point for teacher evaluations. (A summary of Dr. Keeley's testimony is attached as Exhibit E.)

Dr. Sandi Cole, Center on Education and Lifelong Learning, Indiana University, discussed the formation of IN-TASS, the Indiana Teacher Appraisal and Support System, which works with school corporations to design teacher appraisal systems. (Dr. Cole's testimony and materials are attached as Exhibit F.)

Dr. Ena Shelley, President, Indiana Association for Colleges of Teacher Education (IACTE), raised concerns over REPA II. She pointed out that higher education has no voice on professional standards under the current system of rule-making, and that the rules are being adopted hurriedly. She stated that the rules deprofessionalize teaching.

Dr. Jill Shedd, Executive Secretary, IACTE, stated that she sees the proposals included in REPA II as deprofessionalizing teaching. (Dr. Shedd's testimony is included as Exhibit G.)

(Information from IACTE raising concerns about REPA II was distributed as Exhibit H.)

Dr. Walter Bourke, Executive Director, Indiana Association of Public School Superintendents, urged the Commission to remember that resources are a huge issue, particularly in the area of teacher evaluations, which require the commitment of resources in new areas.

Dr. Frank Bush, Indiana School Boards Association, stated that RISE is a good advisory system for school corporations to use. However, many school corporations will be using the system with no modifications because of the complexity of developing a teacher, administrator, and superintendent evaluation system, instead of using the system as a starting point for devising a local evaluation system. He expressed concerns over the costs and bureaucracy of teacher evaluation, in addition to the possible loss of local control. (Dr. Bush distributed a copy of the testimony ISBA gave to the State Board concerning REPA II - Exhibit I.)

Callie Marksbary, teacher, Lafayette, raised concerns about REPA II, and feels that REPA I should be allowed to continue. She questioned the negative connotation of using the term "probationary" for certain types of teaching licenses, particularly for beginning teachers. (Ms. Marksbary's testimony is summarized in Exhibit J.) She also pointed out that guidelines from IDoE for the RISE system have been changing rapidly, making it difficult for school corporations to develop a teacher evaluation program based upon RISE.

Gail Zeheralis, Indiana State Teachers Association, acknowledged that IDoE held meetings in the spring with certain representatives of teachers and with teachers concerning REPA II, but felt that the meetings did not accomplish anything. She felt the single public hearing conducted by the State Board on REPA II was inadequate, and that additional hearings on a regional basis should be held. She stated that no rationale for the changes made by REPA II has been provided, and pointed out shortcomings ISTA sees in the rules. She urged the Commission to ask the State Board to delay the adoption of the REPA II rules.

Regina Weir, parent, Indianapolis, expressed concern over the number of tests her third-grade son had to complete. These tests caused her son a great deal of stress. She withheld her son from ISTEP, and was informed by IDoE that her son could not be at school if he did not participate in ISTEP. Her son was allowed to return to school if he, rather than his mother, refused to take the test. She wishes the General Assembly to consider the number of high-stakes tests students have to take, and to take into consideration parental rights to direct a child's education. Co-Chairperson Behning explained that Indiana statutes (IC 20-32-5-15) require students to be tested under the ISTEP program; in addition, federal funding is jeopardized if students are not tested.

Dr. Vic Smith, retired educator, spoke in opposition to IDoE's proposed rule concerning "adjunct teacher permits", which would allow an individual who holds a bachelor's degree with a certain grade point average and who passes tests to teach. (Dr. Smith's testimony is contained in Exhibit K.)

Glenda Ritz, Carmel, stated that she finds IDoE has imposed additional requirements on the teacher evaluation process that go beyond the requirements set forth in the Indiana Code. In particular, the modification of ISTEP scores by adding growth modeling makes the use of the ISTEP an invalid measure of performance by teachers. She also finds that IDoE's negative growth provisions go beyond statutory authority. In addition, IDoE has made it difficult to use a model other than RISE as a teacher evaluation model. Concerning REPA II, she stated that IDoE has already begun to implement the rule by entering into a contract with a testing vendor before the rule has been adopted and taken effect.

The meeting was adjourned at 7:08 p.m. The next meeting, scheduled for September 4 in the House Chamber at 1:00 p.m., will discuss the governance structure of Indiana University - Purdue University Fort Wayne.

Senate Bill 0001

ARCHIVE (2011)

Latest Information

DIGEST OF SB1 (Updated April 25, 2011 1:49 pm - DI 84)

Teacher evaluations and licensing. Eliminates the advisory board of the division of professional standards of the department of education. Requires the department of education to revoke the license of a licensed school employee if the employee is convicted in another state or under federal statutes of an offense that is comparable to the felonies for which the employee's license would be revoked if committed in Indiana. Establishes an annual staff performance evaluation that categorizes teachers as highly effective, effective, improvement necessary, or ineffective. Specifies that a teacher rated ineffective or improvement necessary may not receive a raise or increment for the following year. Provides that a student may not be instructed two years in a row by two different teachers who have been rated as ineffective in the year preceding the student's placement in that class if avoidable. Requires notice of cancellation of a teacher's contract not earlier than May 1 and not later than July 1. Changes the process concerning how teacher contracts are canceled. Specifies that current teacher salaries cannot be reduced due to a new salary scale adopted to meet the requirements of this act. Allows school corporations to consider additional content area degrees and credit hours in salary scale. Modifies language concerning supplemental services contracts to allow administrators to select and pay summer school teachers. Provides for the department of education to develop a program to provide training and evaluations for school corporations in operational efficiency. Defines "attend" for purposes of the compulsory school attendance law. Indicates that attendance is excused only if it is in

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EXHIBIT A

accordance with the governing body's excused absence policy. Specifies additional methods for the service of a notice of violation to a parent. Requires a superintendent or attendance officer to report a habitually absent child to the juvenile court or the department of child services. Repeals references to the advisory board and the existing staff performance evaluation provisions, and makes corresponding changes to related sections.

Current Status:

Law Enacted

Latest Printing (PDF)

- Action List
- Introduced Bill
- (PDF)
- Fiscal Impact Statement(s): 1(PDF), 2(PDF), 3(PDF), 4(PDF), 5(PDF), 6(PDF), 7(PDF), 8(PDF)
- Roll Call(s): No. 170(PDF), No. 171(PDF), No. 215(PDF), No. 454(PDF), No. 569(PDF), No. 570(PDF), No. 571(PDF), No. 572(PDF), No. 573(PDF), No. 574(PDF), No. 575(PDF), No. 576(PDF), No. 577(PDF), No. 578(PDF), No. 579(PDF), No. 580(PDF), No. 581(PDF), No. 617(PDF), No. 7186(PDF), No. 7435(PDF)
- House Committee Reports
  - Filed Committee Reports: 0001-2, 0001-2(PDF)
  - Passed Committee Reports: 0001-2, 0001-2(PDF)
- House Amendments
  - Filed: 0001-1, 0001-1(PDF), 0001-2, 0001-2(PDF), 0001-3, 0001-3(PDF), 0001-4, 0001-4(PDF), 0001-5, 0001-5(PDF), 0001-6, 0001-6(PDF), 0001-7, 0001-7(PDF), 0001-8, 0001-8(PDF), 0001-9, 0001-9(PDF), 0001-10, 0001-10(PDF), 0001-11, 0001-11(PDF), 0001-12, 0001-12(PDF), 0001-13, 0001-13(PDF), 0001-14, 0001-14(PDF), 0001-15, 0001-15(PDF), 0001-16, 0001-16(PDF), 0001-17, 0001-17(PDF), 0001-18, 0001-18(PDF), 0001-19, 0001-19(PDF), 0001-20, 0001-20(PDF), 0001-21, 0001-21(PDF), 0001-22, 0001-22(PDF), 0001-23, 0001-23(PDF), 0001-24, 0001-24(PDF), 0001-25, 0001-25(PDF), 0001-26, 0001-26(PDF), 0001-27, 0001-27(PDF), 0001-28, 0001-28(PDF), 0001-29, 0001-29(PDF), 0001-30, 0001-30(PDF), 0001-31, 0001-31(PDF), 0001-32, 0001-32(PDF), 0001-33, 0001-33(PDF), 0001-34, 0001-34(PDF), 0001-35, 0001-35(PDF), 0001-36, 0001-36(PDF), 0001-37, 0001-37(PDF), 0001-38, 0001-38(PDF), 0001-39, 0001-39(PDF)
  - Passed: 0001-1, 0001-1(PDF), 0001-16, 0001-16(PDF), 0001-24, 0001-24(PDF), 0001-27, 0001-27(PDF), 0001-33, 0001-33(PDF), 0001-39, 0001-39(PDF)
- Senate Bill
- (PDF)
- Senate Committee Reports
  - Filed Committee Reports: 0001-1, 0001-1(PDF)
  - Passed Committee Reports: 0001-1, 0001-1(PDF)
- Senate Amendments

- Filed: 0001-1, 0001-1(PDF), 0001-2, 0001-2 (PDF), 0001-3, 0001-3(PDF), 0001-4, 0001-4 (PDF), 0001-C(PDF), 0001-C
- Passed: 0001-C(PDF), 0001-C

- Engrossed Bill
- (PDF)
- Conference Committee Reports
- Enrolled Act
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First Regular Session 117th General Assembly (2011)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type.~~

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~*this style type*~~ reconciles conflicts between statutes enacted by the 2010 Regular Session of the General Assembly.

SENATE ENROLLED ACT No. 1

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 11-10-5-2, AS AMENDED BY P.L.246-2005, SECTION 96, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 2. The ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2~~ **state board of education** shall, in accord with IC 20-28-4 and IC 20-28-5, adopt rules under IC 4-22-2 for the licensing of teachers to be employed by the department.

SECTION 2. IC 11-10-5-3, AS AMENDED BY P.L.246-2005, SECTION 97, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 3. Limited certificates valid for one (1) year may be granted, upon the request of the commissioner, according to rules of the ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2.~~ **state board of education.** Modification of these rules may be made by the ~~advisory board of the division of professional standards of the department of education established by IC 20-28-2-2~~ **state board of education** in a way reasonably calculated to make available an adequate supply of qualified teachers. A limited certificate may be issued in cases where special education and qualifications warrant the waiver of part of the prerequisite professional education required for certification to teach in the public schools. The limited certificate, however, may be issued

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only to applicants who have graduated from an accredited college or university. Teachers of vocational education need not be graduates of an accredited college or university but shall meet requirements for conditional vocational certificates as determined by the department of education.

SECTION 3. IC 20-18-2-16, AS AMENDED BY P.L.2-2006, SECTION 77, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 16. (a) "School corporation", for purposes of this title (except IC 20-20-33, IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-30-8, and IC 20-43), means a public school corporation established by Indiana law. The term includes a:

(1) school city;
(2) school town;
(3) school township;
(4) consolidated school corporation;
(5) metropolitan school district;
(6) township school corporation;
(7) county school corporation;
(8) united school corporation; or
(9) community school corporation.

(b) "School corporation", for purposes of IC 20-26-1 through IC 20-26-5 and IC 20-26-7, has the meaning set forth in IC 20-26-2-4.

(c) "School corporation", for purposes of IC 20-20-33 and IC 20-30-8, includes a charter school (as defined in IC 20-24-1-4).

(d) "School corporation", for purposes of IC 20-43, has the meaning set forth in IC 20-43-1-23.

(e) "School corporation", for purposes of IC 20-28-11.5, has the meaning set forth in IC 20-28-11.5-3.

SECTION 4. IC 20-18-2-22, AS ADDED BY P.L.246-2005, SECTION 126, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 22. (a) "Teacher" means a professional person whose position in a school corporation requires certain educational preparation and licensing **and whose primary responsibility is the instruction of students.**

(b) For purposes of IC 20-28, the term includes the following:

(1) A superintendent.
~~(2) A supervisor.~~
~~(3)~~ **(2)** A principal.
~~(4) An attendance officer.~~
~~(5)~~ **(3)** A teacher.
~~(6)~~ **(4)** A librarian.

SECTION 5. IC 20-19-2-8, AS AMENDED BY HEA 1429-2011,

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SECTION 4, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) In addition to any other powers and duties prescribed by law, the state board shall adopt rules under IC 4-22-2 concerning, but not limited to, the following matters:

(1) The designation and employment of the employees and consultants necessary for the department. The state board shall fix the compensation of employees of the department, subject to the approval of the budget committee and the governor under IC 4-12-2.

(2) The establishment and maintenance of standards and guidelines for media centers, libraries, instructional materials centers, or any other area or system of areas in a school where a full range of information sources, associated equipment, and services from professional media staff are accessible to the school community. With regard to library automation systems, the state board may only adopt rules that meet the standards established by the state library board for library automation systems under IC 4-23-7.1-11(b).

(3) The establishment and maintenance of standards for student personnel and guidance services.

(4) The establishment and maintenance of minimum standards for driver education programs (including classroom instruction and practice driving) and equipment. Classroom instruction standards established under this subdivision must include instruction about:

(A) railroad-highway grade crossing safety; and

(B) the procedure for participation in the human organ donor program;

and must provide, effective July 1, 2010, that the classroom instruction may not be provided to a child less than fifteen (15) years and one hundred eighty (180) days of age.

(5) The inspection of all public schools in Indiana to determine the condition of the schools. The state board shall establish standards governing the accreditation of public schools. Observance of:

(A) IC 20-31-4;

(B) IC 20-28-5-2;

(C) IC 20-28-6-3 through IC 20-28-6-7;

~~(D) IC 20-28-9-7 and IC 20-28-9-8;~~

~~(E) IC 20-28-11;~~ **(D) IC 20-28-11.5;** and

~~(F)~~ **(E)** IC 20-31-3, IC 20-32-4, IC 20-32-5, IC 20-32-6, and IC 20-32-8;

is a prerequisite to the accreditation of a school. Local public

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school officials shall make the reports required of them and otherwise cooperate with the state board regarding required inspections. Nonpublic schools may also request the inspection for classification purposes. Compliance with the building and site guidelines adopted by the state board is not a prerequisite of accreditation.

(6) The distribution of funds and revenues appropriated for the support of schools in the state.

(7) The state board may not establish an accreditation system for nonpublic schools that is less stringent than the accreditation system for public schools.

(8) A separate system for recognizing nonpublic schools under IC 20-19-2-10. Recognition of nonpublic schools under this subdivision constitutes the system of regulatory standards that apply to nonpublic schools that seek to qualify for the system of recognition.

(9) The establishment and enforcement of standards and guidelines concerning the safety of students participating in cheerleading activities.

(10) Subject to IC 20-28-2, the preparation and licensing of teachers.

(b) Before final adoption of any rule, the state board shall make a finding on the estimated fiscal impact that the rule will have on school corporations.

SECTION 6. IC 20-20-31-10, AS ADDED BY P.L.246-2005, SECTION 128, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. The state board shall approve an evaluation system for professional development based on recommendations from the department. ~~and the advisory board of the division of professional standards established by IC 20-28-2-2.~~ The department shall develop a means for measuring successful programs and activities in which schools participate. The measurements must include the following:

(1) A mechanism to identify and develop strategies to collect multiple forms of data that reflect the achievement of expectations for all students. The data may include the results of ISTEP program tests under IC 20-31-3, IC 20-32-4, IC 20-32-5, and IC 20-32-6, local tests, classroom work, and teacher and administrator observations.

(2) A procedure for using collected data to make decisions.

(3) A method of evaluation in terms of educator's practice and student learning, including standards for effective teaching and

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effective professional development.

SECTION 7. IC 20-20-39 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]:

Chapter 39. Operational Efficiency Reviews

Sec. 1. Before October 1, 2011, the department shall develop a program to provide training and evaluations for school corporations in operational efficiency.

Sec. 2. The department may contract with an outside entity to provide quality training for the department, school corporations, and superintendents in the area of efficiency and cost savings.

Sec. 3. A school corporation shall submit to the department any information the department determines is necessary to:

(1) evaluate the school corporation's current operations; and

(2) recommend operational efficiencies and financial savings for the school corporation.

SECTION 8. IC 20-24-6-10, AS ADDED BY P.L.1-2005, SECTION 8, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. (a) The governing body:

(1) must grant a transfer of not more than two (2) years; and

(2) may grant a transfer for a period in addition to the period required in subdivision (1);

to a teacher of a noncharter school in the school corporation who wishes to teach and has been accepted to teach at a nonconversion charter school.

(b) During the term of the transfer under subsection (a):

(1) the teacher's seniority status under law continues as if the teacher were an employee of a noncharter school in the school corporation; and

(2) the teacher's years as a charter school employee shall not be considered for purposes of permanent or semipermanent status with the school corporation under IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** or IC 20-28-8.

SECTION 9. IC 20-24-8-4, AS ADDED BY P.L.246-2005, SECTION 130, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. Except as specifically provided in this article and the statutes listed in section 5 of this chapter, the following do not apply to a charter school:

(1) An Indiana statute applicable to a governing body or school corporation.

(2) A rule or guideline adopted by the state board.

(3) A rule or guideline adopted by the ~~advisory~~ **state** board ~~of the~~

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~~division of professional standards established by IC 20-28-2-2,~~ **concerning teachers,** except for those rules that assist a teacher in gaining or renewing a standard or advanced license.

(4) A local regulation or policy adopted by a school corporation unless specifically incorporated in the charter.

SECTION 10. IC 20-24-8-5, AS AMENDED BY P.L.154-2009, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 5. The following statutes and rules and guidelines adopted under the following statutes apply to a charter school:

(1) IC 5-11-1-9 (required audits by the state board of accounts).

(2) IC 20-39-1-1 (unified accounting system).

(3) IC 20-35 (special education).

(4) IC 20-26-5-10 (criminal history).

(5) IC 20-26-5-6 (subject to laws requiring regulation by state agencies).

~~(6) IC 20-28-7-14 (void teacher contract when two (2) contracts are signed).~~

~~(7)~~ **(6)** IC 20-28-10-12 (nondiscrimination for teacher marital status).

~~(8)~~ **(7)** IC 20-28-10-14 (teacher freedom of association).

~~(9)~~ **(8)** IC 20-28-10-17 (school counselor immunity).

~~(10)~~ **(9)** For conversion charter schools only, IC 20-28-6, ~~IC 20-28-7,~~ **IC 20-28-7.5,** IC 20-28-8, IC 20-28-9, and IC 20-28-10.

~~(11)~~ **(10)** IC 20-33-2 (compulsory school attendance).

~~(12)~~ **(11)** IC 20-33-3 (limitations on employment of children).

~~(13)~~ **(12)** IC 20-33-8-19, IC 20-33-8-21, and IC 20-33-8-22 (student due process and judicial review).

~~(14)~~ **(13)** IC 20-33-8-16 (firearms and deadly weapons).

~~(15)~~ **(14)** IC 20-34-3 (health and safety measures).

~~(16)~~ **(15)** IC 20-33-9 (reporting of student violations of law).

~~(17)~~ **(16)** IC 20-30-3-2 and IC 20-30-3-4 (patriotic commemorative observances).

~~(18)~~ **(17)** IC 20-31-3, IC 20-32-4, IC 20-32-5, IC 20-32-6, IC 20-32-8, or any other statute, rule, or guideline related to standardized testing (assessment programs, including remediation under the assessment programs).

~~(19)~~ **(18)** IC 20-33-7 (parental access to education records).

~~(20)~~ **(19)** IC 20-31 (accountability for school performance and improvement).

~~(21)~~ **(20)** IC 20-30-5-19 (personal financial responsibility instruction).

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SECTION 11. IC 20-26-5-4, AS AMENDED BY SEA 495-2011, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. In carrying out the school purposes of a school corporation, the governing body acting on the school corporation's behalf has the following specific powers:

(1) In the name of the school corporation, to sue and be sued and to enter into contracts in matters permitted by applicable law. However, a governing body may not use funds received from the state to bring or join in an action against the state, unless the governing body is challenging an adverse decision by a state agency, board, or commission.

(2) To take charge of, manage, and conduct the educational affairs of the school corporation and to establish, locate, and provide the necessary schools, school libraries, other libraries where permitted by law, other buildings, facilities, property, and equipment.

(3) To appropriate from the school corporation's general fund an amount, not to exceed the greater of three thousand dollars ($3,000) per budget year or one dollar ($1) per pupil, not to exceed twelve thousand five hundred dollars ($12,500), based on the school corporation's previous year's ADM, to promote the best interests of the school corporation through:

(A) the purchase of meals, decorations, memorabilia, or awards;

(B) provision for expenses incurred in interviewing job applicants; or

(C) developing relations with other governmental units.

(4) To:

(A) Acquire, construct, erect, maintain, hold, and contract for construction, erection, or maintenance of real estate, real estate improvements, or an interest in real estate or real estate improvements, as the governing body considers necessary for school purposes, including buildings, parts of buildings, additions to buildings, rooms, gymnasiums, auditoriums, playgrounds, playing and athletic fields, facilities for physical training, buildings for administrative, office, warehouse, repair activities, or housing school owned buses, landscaping, walks, drives, parking areas, roadways, easements and facilities for power, sewer, water, roadway, access, storm and surface water, drinking water, gas, electricity, other utilities and similar purposes, by purchase, either outright for cash (or under conditional sales or purchase money contracts providing

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for a retention of a security interest by the seller until payment is made or by notes where the contract, security retention, or note is permitted by applicable law), by exchange, by gift, by devise, by eminent domain, by lease with or without option to purchase, or by lease under IC 20-47-2, IC 20-47-3, or IC 20-47-5.

(B) Repair, remodel, remove, or demolish, or to contract for the repair, remodeling, removal, or demolition of the real estate, real estate improvements, or interest in the real estate or real estate improvements, as the governing body considers necessary for school purposes.

(C) Provide for conservation measures through utility efficiency programs or under a guaranteed savings contract as described in IC 36-1-12.5.

(5) To acquire personal property or an interest in personal property as the governing body considers necessary for school purposes, including buses, motor vehicles, equipment, apparatus, appliances, books, furniture, and supplies, either by cash purchase or under conditional sales or purchase money contracts providing for a security interest by the seller until payment is made or by notes where the contract, security, retention, or note is permitted by applicable law, by gift, by devise, by loan, or by lease with or without option to purchase and to repair, remodel, remove, relocate, and demolish the personal property. All purchases and contracts specified under the powers authorized under subdivision (4) and this subdivision are subject solely to applicable law relating to purchases and contracting by municipal corporations in general and to the supervisory control of state agencies as provided in section 6 of this chapter.

(6) To sell or exchange real or personal property or interest in real or personal property that, in the opinion of the governing body, is not necessary for school purposes, in accordance with IC 20-26-7, to demolish or otherwise dispose of the property if, in the opinion of the governing body, the property is not necessary for school purposes and is worthless, and to pay the expenses for the demolition or disposition.

(7) To lease any school property for a rental that the governing body considers reasonable or to permit the free use of school property for:

(A) civic or public purposes; or

(B) the operation of a school age child care program for children who are at least five (5) years of age and less than

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fifteen (15) years of age that operates before or after the school day, or both, and during periods when school is not in session; if the property is not needed for school purposes. Under this subdivision, the governing body may enter into a long term lease with a nonprofit corporation, community service organization, or other governmental entity, if the corporation, organization, or other governmental entity will use the property to be leased for civic or public purposes or for a school age child care program. However, if payment for the property subject to a long term lease is made from money in the school corporation's debt service fund, all proceeds from the long term lease must be deposited in the school corporation's debt service fund so long as payment for the property has not been made. The governing body may, at the governing body's option, use the procedure specified in IC 36-1-11-10 in leasing property under this subdivision.

(8) To:

(A) Employ, contract for, and discharge superintendents, supervisors, principals, teachers, librarians, athletic coaches (whether or not they are otherwise employed by the school corporation and whether or not they are licensed under IC 20-28-5), business managers, superintendents of buildings and grounds, janitors, engineers, architects, physicians, dentists, nurses, accountants, teacher aides performing noninstructional duties, educational and other professional consultants, data processing and computer service for school purposes, including the making of schedules, the keeping and analyzing of grades and other student data, the keeping and preparing of warrants, payroll, and similar data where approved by the state board of accounts as provided below, and other personnel or services as the governing body considers necessary for school purposes.

(B) Fix and pay the salaries and compensation of persons and services described in this subdivision **that are consistent with IC 20-28-9-1.**

(C) Classify persons or services described in this subdivision and to adopt schedules of salaries or compensation **that are consistent with IC 20-28-9-1.**

(D) Determine the number of the persons or the amount of the services employed or contracted for as provided in this subdivision.

(E) Determine the nature and extent of the duties of the persons described in this subdivision.

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The compensation, terms of employment, and discharge of teachers are, however, subject to and governed by the laws relating to employment, contracting, compensation, and discharge of teachers. The compensation, terms of employment, and discharge of bus drivers are subject to and governed by laws relating to employment, contracting, compensation, and discharge of bus drivers. The forms and procedures relating to the use of computer and data processing equipment in handling the financial affairs of the school corporation must be submitted to the state board of accounts for approval so that the services are used by the school corporation when the governing body determines that it is in the best interest of the school corporation while at the same time providing reasonable accountability for the funds expended.

(9) Notwithstanding the appropriation limitation in subdivision (3), when the governing body by resolution considers a trip by an employee of the school corporation or by a member of the governing body to be in the interest of the school corporation, including attending meetings, conferences, or examining equipment, buildings, and installation in other areas, to permit the employee to be absent in connection with the trip without any loss in pay and to reimburse the employee or the member the employee's or member's reasonable lodging and meal expenses and necessary transportation expenses. To pay teaching personnel for time spent in sponsoring and working with school-related trips or activities.

(10) To transport children to and from school, when in the opinion of the governing body the transportation is necessary, including considerations for the safety of the children and without regard to the distance the children live from the school. The transportation must be otherwise in accordance with applicable law.

(11) To provide a lunch program for a part or all of the students attending the schools of the school corporation, including the establishment of kitchens, kitchen facilities, kitchen equipment, lunch rooms, the hiring of the necessary personnel to operate the lunch program, and the purchase of material and supplies for the lunch program, charging students for the operational costs of the lunch program, fixing the price per meal or per food item. To operate the lunch program as an extracurricular activity, subject to the supervision of the governing body. To participate in a surplus commodity or lunch aid program.

(12) To purchase textbooks, to furnish textbooks without cost or

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to rent textbooks to students, to participate in a textbook aid program, all in accordance with applicable law.

(13) To accept students transferred from other school corporations and to transfer students to other school corporations in accordance with applicable law.

(14) To make budgets, to appropriate funds, and to disburse the money of the school corporation in accordance with applicable law. To borrow money against current tax collections and otherwise to borrow money, in accordance with IC 20-48-1.

(15) To purchase insurance or to establish and maintain a program of self-insurance relating to the liability of the school corporation or the school corporation's employees in connection with motor vehicles or property and for additional coverage to the extent permitted and in accordance with IC 34-13-3-20. To purchase additional insurance or to establish and maintain a program of self-insurance protecting the school corporation and members of the governing body, employees, contractors, or agents of the school corporation from liability, risk, accident, or loss related to school property, school contract, school or school related activity, including the purchase of insurance or the establishment and maintenance of a self-insurance program protecting persons described in this subdivision against false imprisonment, false arrest, libel, or slander for acts committed in the course of the persons' employment, protecting the school corporation for fire and extended coverage and other casualty risks to the extent of replacement cost, loss of use, and other insurable risks relating to property owned, leased, or held by the school corporation. To:

(A) participate in a state employee health plan under IC 5-10-8-6.6 or IC 5-10-8-6.7;

(B) purchase insurance; or

(C) establish and maintain a program of self-insurance;

to benefit school corporation employees, including accident, sickness, health, or dental coverage, provided that a plan of self-insurance must include an aggregate stop-loss provision.

(16) To make all applications, to enter into all contracts, and to sign all documents necessary for the receipt of aid, money, or property from the state, the federal government, or from any other source.

(17) To defend a member of the governing body or any employee of the school corporation in any suit arising out of the performance of the member's or employee's duties for or

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employment with, the school corporation, if the governing body by resolution determined that the action was taken in good faith. To save any member or employee harmless from any liability, cost, or damage in connection with the performance, including the payment of legal fees, except where the liability, cost, or damage is predicated on or arises out of the bad faith of the member or employee, or is a claim or judgment based on the member's or employee's malfeasance in office or employment.

(18) To prepare, make, enforce, amend, or repeal rules, regulations, and procedures:

(A) for the government and management of the schools, property, facilities, and activities of the school corporation, the school corporation's agents, employees, and pupils and for the operation of the governing body; and

(B) that may be designated by an appropriate title such as "policy handbook", "bylaws", or "rules and regulations".

(19) To ratify and approve any action taken by a member of the governing body, an officer of the governing body, or an employee of the school corporation after the action is taken, if the action could have been approved in advance, and in connection with the action to pay the expense or compensation permitted under IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-40-12, and IC 20-48-1 or any other law.

(20) To exercise any other power and make any expenditure in carrying out the governing body's general powers and purposes provided in this chapter or in carrying out the powers delineated in this section which is reasonable from a business or educational standpoint in carrying out school purposes of the school corporation, including the acquisition of property or the employment or contracting for services, even though the power or expenditure is not specifically set out in this chapter. The specific powers set out in this section do not limit the general grant of powers provided in this chapter except where a limitation is set out in IC 20-26-1 through IC 20-26-5, IC 20-26-7, IC 20-40-12, and IC 20-48-1 by specific language or by reference to other law.

SECTION 12. IC 20-26-5-4.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: **Sec. 4.5. (a) The superintendent is responsible for selecting and discharging principals, central office administrators, business managers, superintendents of building and grounds, janitors, physicians, dentists, nurses, athletic coaches (whether or not they are otherwise employed by the school**

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corporation and whether or not they are licensed under IC 20-28-5), and any other employees necessary to the operation of the school corporation, subject to the approval of the governing body.

(b) Subject to IC 20-28-7.5, the superintendent and principal are responsible for selecting and discharging teachers, teachers aides, assistant principals, building administrative staff, librarians, and any other employees necessary to the operation of the school, subject to the approval of the governing body.

SECTION 13. IC 20-28-2-6, AS AMENDED BY P.L.30-2010, SECTION 2, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. (a) Subject to subsection (c) and in addition to the powers and duties set forth in IC 20-20-22 or this article, the ~~advisory~~ **state** board may adopt rules under IC 4-22-2 to do the following:

(1) Set standards for teacher licensing and for the administration of a professional licensing and certification process by the department.

(2) Approve or disapprove teacher preparation programs.

(3) Set fees to be charged in connection with teacher licensing.

(4) Suspend, revoke, or reinstate teacher licenses.

(5) Enter into agreements with other states to acquire reciprocal approval of teacher preparation programs.

(6) Set standards for teacher licensing concerning new subjects of study.

(7) Evaluate work experience and military service concerning postsecondary education and experience equivalency.

(8) Perform any other action that:

(A) relates to the improvement of instruction in the public schools through teacher education and professional development through continuing education; and

(B) attracts qualified candidates for teacher education from among the high school graduates of Indiana.

(9) Set standards for endorsement of school psychologists as independent practice school psychologists under IC 20-28-12.

(10) Before July 1, 2011, set standards for sign language interpreters who provide services to children with disabilities in an educational setting and an enforcement mechanism for the interpreter standards.

(b) Notwithstanding subsection (a)(1), an individual is entitled to one (1) year of occupational experience for purposes of obtaining an occupational specialist certificate under this article for each year the

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individual holds a license under IC 25-8-6.

~~(c) Before publishing notice of the intent to adopt a rule under IC 4-22-2, the advisory board must submit the proposed rule to the state superintendent for approval. If the state superintendent approves the rule, the advisory board may publish notice of the intent to adopt the rule. If the state superintendent does not approve the rule, the advisory board may not publish notice of the intent to adopt the rule.~~

~~(d)~~ **(c)** The ~~advisory~~ **state** board may adopt rules under IC 4-22-2, including emergency rules under IC 4-22-2-37.1, to establish procedures to expedite the issuance, renewal, or reinstatement under this article of a license or certificate of a person whose spouse serves on active duty (as defined in IC 25-1-12-2) and is assigned to a duty station in Indiana. ~~Before publishing notice of the intent to adopt a permanent rule under IC 4-22-2, the advisory board must comply with subsection (c).~~

SECTION 14. IC 20-28-2-8, AS ADDED BY P.L.246-2005, SECTION 144, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) The department may, subject to approval by the budget agency, do the following to administer the responsibilities of the department ~~described in section 2 of~~ **under** this chapter:

(1) Establish advisory committees the department determines necessary.

(2) Expend funds made available to the department according to policies established by the budget agency.

(b) The department shall comply with the requirements for submitting a budget request to the budget agency as set forth in IC 4-12-1, for funds to administer the responsibilities of the department described in section 1 of this chapter.

SECTION 15. IC 20-28-4-4, AS AMENDED BY P.L.2-2007, SECTION 215, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 4. ~~Each accredited teacher education school and department in Indiana shall~~ **An entity approved by the department may** establish a course of study that ~~constitutes the postsecondary education component of the program. The postsecondary education component required~~ **meets the requirements of this section. A program approved** under this section must comply with the following requirements:

(1) Include the following study requirements:

(A) For a program participant who seeks to obtain a license to teach in grades ~~6~~ **5** through 12, up to eighteen (18) credit hours of study or the equivalent that:

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(i) prepare a program participant to meet Indiana standards for teaching in the subject areas corresponding to the area in which the program participant has met the education requirements under section 5 of this chapter, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching; **and**

(ii) provides the program participants with instruction in scientifically based reading instruction.

(B) For a program participant who seeks to obtain a license to teach in kindergarten through grade ~~5;~~ **6,** twenty-four (24) credit hours of study or the equivalent, which must include at least six (6) credit hours in teaching **scientifically based** reading **instruction,** that prepare a program participant to meet Indiana standards for teaching, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching.

(2) Focus on ~~the communication of knowledge to students.~~ **student mastery of standards established by the state.**

(3) Include suitable field or classroom experiences if the program participant does not have teaching experience.

SECTION 16. IC 20-28-4-5, AS AMENDED BY P.L.2-2007, SECTION 216, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 5. An individual who wishes to participate in the program must have one (1) of the following qualifications:

(1) For a program participant who seeks to obtain a license to teach in grades ~~6~~ **5** through 12, one (1) of the following:

(A) A bachelor's degree or the equivalent with a grade point average of at least three (3.0) on a four (4.0) point scale from an accredited postsecondary educational institution in the subject area that the individual intends to teach.

(B) A graduate degree from an accredited postsecondary educational institution in the subject area **or a related field** that the individual intends to teach.

(C) Both:

(i) a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least two and five-tenths (2.5) on a four (4.0) point scale; and

(ii) five (5) years professional experience;

in the subject **or a related** area that the individual intends to

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teach.

(2) For a program participant who seeks to obtain a license to teach in kindergarten through grade ~~5,~~ **6,** one (1) of the following:

(A) A bachelor's degree or the equivalent with a grade point average of at least three (3.0) on a four (4.0) point scale from an accredited institution of higher education.

(B) Both:

(i) a bachelor's degree from an accredited postsecondary educational institution with a grade point average of at least two and five-tenths (2.5) on a four (4.0) point scale; and

(ii) five (5) years professional experience in an education related field, **as determined by the department.**

SECTION 17. IC 20-28-4-6, AS AMENDED BY P.L.2-2007, SECTION 217, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. The department shall grant an initial ~~standard~~ **practitioner** license to a program participant who does the following:

(1) Successfully completes the ~~postsecondary education component~~ **requirements** of the program.

(2) Demonstrates proficiency through a written examination in:

(A) basic reading, writing, and mathematics;

(B) pedagogy; and

(C) knowledge of the areas in which the program participant is required to have a license to teach;

under IC 20-28-5-12(b).

(3) Participates successfully in a beginning teacher ~~internship~~ **residency** program ~~under IC 20-6.1-8 (repealed)~~ that includes implementation in a classroom of the teaching skills learned in the ~~postsecondary education component of the~~ program.

(4) Receives a successful assessment of teaching skills upon completion of the beginning teacher ~~internship~~ **residency** program under subdivision (3) from the administrator of the school where the beginning teacher ~~internship~~ **residency** program takes place, or, if the program participant does not receive a successful assessment, continues participating in the beginning teacher ~~internship~~ **residency** program.

SECTION 18. IC 20-28-4-7, AS ADDED BY P.L.246-2005, SECTION 153, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 7. This section applies to a program participant who has a degree **or related experience** described in section 5 of this chapter that does not include all the content areas of a ~~standard~~ **proficient practitioner** license issued by the department.

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The department shall issue an initial ~~standard~~ **practitioner** license that is restricted to only the content areas in which the program participant has a degree unless the program participant demonstrates sufficient knowledge in other content areas of the license.

SECTION 19. IC 20-28-4-9, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 9. After receiving an initial ~~standard~~ **practitioner** license under section 6 or 7 of this chapter, a program participant who seeks to renew the participant's initial ~~standard~~ **practitioner** license must meet the same requirements **for license renewal** as other candidates for license renewal.

SECTION 20. IC 20-28-4-10, AS ADDED BY P.L.246-2005, SECTION 154, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 10. (a) The ~~advisory~~ **state** board may adopt rules under IC 4-22-2 to administer this chapter.

(b) Rules adopted under this section must include a requirement that ~~accredited teacher education schools and departments in Indiana~~ **entities approved to offer the program** submit an annual report to the department of the number of individuals who:

(1) enroll in; and

(2) complete;

the program.

SECTION 21. IC 20-28-4-11, AS AMENDED BY P.L.121-2009, SECTION 9, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 11. (a) This section applies only to:

(1) a school corporation; or

(2) a subject area;

that is designated by the state board as having an insufficient supply of licensed teachers.

(b) The governing body of a school corporation or the appointing authority of an accredited nonpublic school may employ a program participant if the program participant is hired to teach in a subject area or a school corporation to which this section applies.

(c) Before employing a program participant under subsection (b), the superintendent of the school corporation must make a determination that one (1) of the following conditions exists:

(1) There is no fully certified and highly ~~qualified~~ **effective** teacher available for the position.

(2) The program participant is the best qualified candidate for the position.

(d) A program participant who is employed under this section is eligible to receive a transition to teaching permit. The transition to

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teaching permit is valid for three (3) years, and may not be renewed.

(e) A program participant who is employed under this section:

(1) shall enter into either:

(A) a regular teacher's contract under IC 20-28-6-5; or

(B) a temporary teacher's contract under IC 20-28-6-6, if replacing a teacher on a leave of absence;

(2) is eligible to participate in a mentor teacher program; and

(3) satisfies the field or classroom experience component of the program under section 4(3) of this chapter.

(f) The state board:

(1) shall review; and

(2) may renew;

the designation of a school corporation or a subject area as having an insufficient supply of licensed teachers not more than two (2) years following the initial designation under subsection (a).

SECTION 22. IC 20-28-5-2, AS ADDED BY P.L.246-2005, SECTION 156, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 2. The ~~advisory~~ **state** board may adopt rules for:

(1) the issuance of a substitute teacher's license; and

(2) the employment of substitute teacher licensees.

An individual may not serve as a substitute teacher without a license issued by the department.

SECTION 23. IC 20-28-5-3, AS AMENDED BY P.L.75-2008, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 3. (a) The department shall designate

~~(1)~~ the grade point average required for each type of license. ~~and~~

~~(2) the types of licenses to which the teachers' minimum salary laws apply, including nonrenewable one (1) year limited licenses.~~

(b) The department shall determine details of licensing not provided in this chapter, including requirements regarding the following:

(1) The conversion of one (1) type of license into another.

(2) The accreditation of teacher education schools and departments.

(3) The exchange and renewal of licenses.

(4) The endorsement of another state's license.

(5) The acceptance of credentials from teacher education institutions of another state.

(6) The academic and professional preparation for each type of license.

(7) The granting of permission to teach a high school subject area related to the subject area for which the teacher holds a license.

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(8) The issuance of licenses on credentials.

(9) The type of license required for each school position.

(10) The size requirements for an elementary school requiring a licensed principal.

(11) Any other related matters.

The department shall establish at least one (1) system for renewing a teaching license that does not require a graduate degree.

(c) This subsection does not apply to an applicant for a substitute teacher license. After June 30, 2007, the department may not issue an initial ~~teaching~~ **practitioner** license at any grade level to an applicant for an initial ~~teaching~~ **practitioner** license unless the applicant shows evidence that the applicant:

(1) has successfully completed training approved by the department in:

(A) cardiopulmonary resuscitation that includes a test demonstration on a mannequin;

(B) removing a foreign body causing an obstruction in an airway; and

(C) the Heimlich maneuver;

(2) holds a valid certification in each of the procedures described in subdivision (1) issued by:

(A) the American Red Cross;

(B) the American Heart Association; or

(C) a comparable organization or institution approved by the advisory board; or

(3) has physical limitations that make it impracticable for the applicant to complete a course or certification described in subdivision (1) or (2).

(d) The department shall periodically publish bulletins regarding:

(1) the details described in subsection (b);

(2) information on the types of licenses issued;

(3) the rules governing the issuance of each type of license; and

(4) other similar matters.

SECTION 24. IC 20-28-5-8, AS AMENDED BY P.L.121-2009, SECTION 10, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) This section applies when a prosecuting attorney knows that a licensed employee of a public school or a nonpublic school has been convicted of an offense listed in subsection (c). The prosecuting attorney shall immediately give written notice of the conviction to the following:

(1) The state superintendent.

(2) Except as provided in subdivision (3), the superintendent of

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the school corporation that employs the licensed employee or the equivalent authority if a nonpublic school employs the licensed employee.

(3) The presiding officer of the governing body of the school corporation that employs the licensed employee, if the convicted licensed employee is the superintendent of the school corporation.

(b) The superintendent of a school corporation, presiding officer of the governing body, or equivalent authority for a nonpublic school shall immediately notify the state superintendent when the individual knows that a current or former licensed employee of the public school or nonpublic school has been convicted of an offense listed in subsection (c), or when the governing body or equivalent authority for a nonpublic school takes any final action in relation to an employee who engaged in any offense listed in subsection (c).

(c) The department, after holding a hearing on the matter, shall permanently revoke the license of a person who is known by the department to have been convicted of any of the following felonies:

(1) Kidnapping (IC 35-42-3-2), if the victim is less than eighteen (18) years of age.

(2) Criminal confinement (IC 35-42-3-3), if the victim is less than eighteen (18) years of age.

(3) Rape (IC 35-42-4-1), if the victim is less than eighteen (18) years of age.

(4) Criminal deviate conduct (IC 35-42-4-2), if the victim is less than eighteen (18) years of age.

(5) Child molesting (IC 35-42-4-3).

(6) Child exploitation (IC 35-42-4-4(b)).

(7) Vicarious sexual gratification (IC 35-42-4-5).

(8) Child solicitation (IC 35-42-4-6).

(9) Child seduction (IC 35-42-4-7).

(10) Sexual misconduct with a minor (IC 35-42-4-9).

(11) Incest (IC 35-46-1-3), if the victim is less than eighteen (18) years of age.

(12) Dealing in or manufacturing cocaine or a narcotic drug (IC 35-48-4-1).

(13) Dealing in methamphetamine (IC 35-48-4-1.1).

(14) Dealing in a schedule I, II, or III controlled substance (IC 35-48-4-2).

(15) Dealing in a schedule IV controlled substance (IC 35-48-4-3).

(16) Dealing in a schedule V controlled substance (IC 35-48-4-4).

(17) Dealing in a counterfeit substance (IC 35-48-4-5).

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(18) Dealing in marijuana, hash oil, or hashish (IC 35-48-4-10(b)).

(19) Possession of child pornography (IC 35-42-4-4(c)).

(20) Homicide (IC 35-42-1).

(d) The department, after holding a hearing on the matter, shall permanently revoke the license of a person who is known by the department to have been convicted of a federal offense or an offense in another state that is comparable to a felony listed in subsection (c).

~~(d)~~ **(e)** A license may be suspended by the state superintendent as specified in ~~IC 20-28-7-7.~~ **IC 20-28-7.5.**

~~(e)~~ **(f)** The department shall develop a data base of information on school corporation employees who have been reported to the department under this section.

SECTION 25. IC 20-28-5-12, AS ADDED BY P.L.246-2005, SECTION 163, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 12. (a) Subsection (b) does not apply to an individual who held an Indiana limited, reciprocal, ~~or~~ standard teaching license on June 30, 1985.

(b) The department may not grant an initial ~~standard~~ **practitioner** license to an individual unless the individual has demonstrated proficiency in the following areas on a written examination or through other procedures prescribed by the department:

(1) Basic reading, writing, and mathematics.

(2) Pedagogy.

(3) Knowledge of the areas in which the individual is required to have a license to teach.

(4) If the individual is seeking to be licensed as an elementary school teacher, comprehensive **scientifically based** reading instruction skills, including:

(A) phonemic awareness; ~~and~~

(B) phonics instruction;

(C) fluency;

(D) vocabulary; and

(E) comprehension.

(c) An individual's license examination score may not be disclosed by the department without the individual's consent unless specifically required by state or federal statute or court order.

(d) The ~~advisory~~ **state** board shall adopt rules under IC 4-22-2 to do the following:

(1) Adopt, validate, and implement the examination or other procedures required by subsection (b).

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(2) Establish examination scores indicating proficiency.

(3) Otherwise carry out the purposes of this section.

(e) The **state** board shall adopt rules under IC 4-22-2 establishing the conditions under which the requirements of this section may be waived for an individual holding a valid teacher's license issued by another state.

SECTION 26. IC 20-28-5-13, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 13. (a) This section applies to an examination required for teacher licensure under this chapter.

(b) If an individual does not demonstrate the level of proficiency required to receive a license on all or a part of an examination, the examination's scorer must provide the individual with the individual's test scores. ~~including subscores for each area tested.~~

SECTION 27. IC 20-28-5-14, AS ADDED BY P.L.246-2005, SECTION 164, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 14. If the department is notified by the department of state revenue that an individual is on the most recent tax warrant list, the department may not grant ~~an initial standard~~ **a** license to the individual until:

(1) the individual provides the department with a statement from the department of state revenue indicating that the individual's delinquent tax liability has been satisfied; or

(2) the department receives a notice from the commissioner of the department of state revenue under IC 6-8.1-8-2(k).

SECTION 28. IC 20-28-6-7, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 7. (a) As used in this section, "teacher" includes an individual who:

(1) holds a substitute teacher's license; and

(2) provides instruction in a joint summer school program under IC 20-30-7-5.

(b) The supplemental service teacher's contract shall be used when a teacher provides professional service in evening school or summer school employment, except when a teacher or other individual is employed to supervise or conduct noncredit courses or activities.

(c) If a teacher serves more than one hundred twenty (120) days on a supplemental service teacher's contract in a school year, the following apply:

(1) Sections 1, 2, 3, and 8 of this chapter.

(2) IC 20-28-10-1 through ~~IC 20-28-10-2.~~ **IC 20-28-10-5.**

~~(3) IC 20-28-7-3 through IC 20-28-7-5.~~

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~~(4) IC 20-28-7-7 through IC 20-28-7-12.~~

~~(5) IC 20-28-7-14.~~

~~(6) IC 20-28-10-1 through IC 20-28-10-5.~~

(d) The salary of a teacher on a supplemental service contract ~~must equal the salary of a teacher on the regular salary schedule of the school corporation where the teacher will serve. Part-time service on the supplemental service contract is computed on the basis of six (6) hours as a full day of service.~~ **shall be determined by the superintendent. The superintendent may, but is not required to, base the salary on the regular salary schedule for the school corporation.**

SECTION 29. IC 20-28-6-7.5 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: **Sec. 7.5. (a) A teacher who is subject to section 8 of this chapter is not subject to this section.**

(b) After June 30, 2011, a teacher who:

(1) serves under contract as a teacher in a public school corporation;

(2) has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;

(3) has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation; and

(4) has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5;

shall be considered a probationary teacher.

(c) After June 30, 2011, a teacher who receives a rating of:

(1) effective;

(2) highly effective; or

(3) a combination of both subdivisions (1) and (2);

in an evaluation under IC 20-28-11.5 for at least three (3) years in a five (5) year or shorter period becomes a professional teacher by entering into a contract described in section 2 of this chapter.

(d) A professional teacher who receives a rating of ineffective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher but is not subject to the cancellation of the teacher's contract unless at least one (1) of the following criteria applies:

(1) The teacher receives a rating of ineffective in an evaluation under IC 20-28-11.5 in the year immediately

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following the teacher's initial rating of ineffective.

(2) The teacher's contract cancellation is due to a justifiable decrease in the number of teaching positions under IC 20-28-7.5-1(b)(3).

(3) The teacher's contract cancellation is due to conduct set forth in IC 20-28-7.5-1(b).

SECTION 30. IC 20-28-6-8, AS AMENDED BY P.L.43-2010, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 8. (a) An individual who:

(1) serves under contract as a teacher in a public school corporation ~~for at least five (5) successive years;~~ **before July 1, 2012;** and

(2) at any time **before July 1, 2012,** enters into a teacher's contract for further service with the school corporation;

becomes, by entering into the contract described in subdivision (2), ~~a permanent~~ **an established** teacher of the school corporation. When a contract between the school corporation and ~~a permanent~~ **an established** teacher expires by the contract's terms, the contract is considered to continue indefinitely as an indefinite contract, **subject to IC 20-28-7.5.**

(b) An indefinite contract remains in force until the indefinite contract is:

(1) replaced by a new contract signed by both parties; or

(2) canceled as provided in ~~IC 20-28-7.~~ **IC 20-28-7.5.**

SECTION 31. IC 20-28-7.5 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]:

Chapter 7.5. Cancellation of Teacher Contracts

Sec. 1. (a) This chapter applies to a teacher in a school corporation (as defined in IC 20-18-2-16(a)).

(b) A principal may decline to continue a probationary teacher's contract under sections 2 through 4 of this chapter if the probationary teacher:

(1) receives an ineffective designation on a performance evaluation under IC 20-28-11.5;

(2) receives two (2) consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5; or

(3) is subject to a justifiable decrease in the number of teaching positions or any reason relevant to the school corporation's interest.

(c) Except as provided in subsection (e), a principal may not decline to continue a professional or established teacher's contract

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unless the teacher is subject to a justifiable decrease in the number of teaching positions.

(d) After June 30, 2012, the cancellation of teacher's contracts due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance rather than seniority. In cases where teachers are placed in the same performance category, any of the items in IC 20-28-9-1(b) may be considered.

(e) A contract with a teacher may be canceled immediately in the manner set forth in sections 2 through 4 of this chapter for any of the following reasons:

(1) Immorality.

(2) Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.

(3) Justifiable decrease in the number of teaching positions.

(4) Incompetence, including receiving:

(A) an ineffective designation on two (2) consecutive performance evaluations under IC 20-28-11.5; or

(B) an ineffective designation or improvement necessary rating in three (3) years of any five (5) year period.

(5) Neglect of duty.

(6) A conviction for an offense listed in IC 20-28-5-8(c).

(7) Other good or just cause.

Sec. 2. (a) Before a teacher is refused continuation of the teacher's contract, the teacher has the following rights:

(1) The principal shall notify the teacher of the principal's preliminary decision. The notification must be:

(A) in writing; and

(B) delivered in person or mailed by registered or certified mail to the teacher at the teacher's last known address.

(2) The notice in subdivision (1) must include a written statement, subject to IC 5-14-3-4, giving the reasons for the preliminary decision.

(3) Notification due to a reduction in force must be delivered between May 1 and July 1.

(b) For a cancellation of a teacher's contract for a reason other than a reduction in force, the notice required under subsection (a)(1) must inform the teacher that, not later than five (5) days after the teacher's receipt of the notice, the teacher may request a private conference with the superintendent. The superintendent must set the requested meeting not later than ten (10) days after

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the request.

(c) At the conference between the superintendent and the teacher, the teacher may be accompanied by a representative.

(d) After the conference between the superintendent and the teacher, the superintendent shall make a written recommendation to the governing body of the school corporation regarding the cancellation of the teacher's contract.

(e) If the teacher does not request a conference under subsection (b), the principal's preliminary decision is considered final.

(f) For items listed in section (1)(e)(3), (1)(e)(4), or (1)(e)(6) of this chapter, if the teacher files a request with the governing body for an additional private conference not later than five (5) days after the initial private conference with the superintendent, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision, which must be in writing, concerning the cancellation of the teacher's contract.

(g) For items listed in section (1)(e)(1), (1)(e)(2), (1)(e)(5), or (1)(e)(7) of this chapter, if, not later than five (5) days after the initial private conference with the superintendent, the teacher files a request with the governing body for an additional private conference, the teacher is entitled to an additional private conference with the governing body before the governing body makes a final decision. The final decision must be in writing and must be made not more than thirty (30) days after the governing body receives the teacher's request for the additional private conference. At the private conference the governing body shall do the following:

(1) Allow the teacher to present evidence to refute the reason or reasons for contract cancellation and supporting evidence provided by the school corporation. Any evidence presented at the private conference must have been exchanged by the parties at least seven (7) days before the private conference.

(2) Consider whether a preponderance of the evidence supports the cancellation of the teacher's contract.

Sec. 3. At the first public meeting following a private conference with:

(1) the governing body under section 2(f) of this chapter; or

(2) the superintendent under section 2(b) of this chapter, if no conference with the governing body is requested;

the governing body may cancel a contract with a teacher by a majority vote evidenced by a signed statement in the minutes of the

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board. The decision of the governing body is final.

Sec. 4. Pending a final decision on the cancellation of a teacher's contract, the teacher may be suspended from duty.

Sec. 5. The time periods set out in section 2 of this chapter shall be extended for a reasonable period:

(1) when a teacher or school official is ill or absent from the school corporation; or

(2) for other reasonable cause.

Sec. 6. A contract entered into by a teacher and a school employer continues in force on the same terms and for the same wages, unless increased under IC 20-28-9-1, for the next school term following the date of the contract's termination unless one (1) of the following occurs:

(1) The school corporation refuses continuation of the contract under this chapter.

(2) The teacher delivers in person or by registered or certified mail to the school corporation the teacher's written resignation.

(3) The contract is replaced by another contract agreed to by the parties.

Sec. 7. (a) This chapter shall be construed to:

(1) limit the provisions of a collective bargaining agreement negotiated under IC 20-29; and

(2) prohibit the negotiation of contracts that violate the requirements of this chapter and IC 20-28-9-21 through IC 20-28-9-23.

(b) This chapter prohibits a school employer and an exclusive representative (as defined in IC 20-29-2-9) from collectively bargaining contracts that alter the requirements of this chapter and IC 20-28-9-21 through IC 20-28-9-23.

(c) This chapter shall be construed to prohibit a school employer and an exclusive representative from mutually agreeing to binding arbitration concerning teacher dismissals.

Sec. 8. (a) This section does not apply to an individual who works at a conversion charter school (as defined in IC 20-24-1-5) for purposes of the individual's employment with the school corporation that sponsored the conversion charter school.

(b) A contract entered into after August 15 between a school corporation and a teacher is void if the teacher, at the time of signing the contract, is bound by a previous contract to teach in a public school. However, another contract may be signed by the teacher that will be effective if the teacher:

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(1) furnishes the principal a release by the employer under the previous contract; or

(2) shows proof that thirty (30) days written notice was delivered by the teacher to the first employer.

(c) A principal may request from a teacher, at the time of contracting, a written statement as to whether the teacher has signed another teaching contract. However, the teacher's failure to provide the statement is not a cause for subsequently voiding the contract.

SECTION 32. IC 20-28-9-1, AS ADDED BY P.L.246-2005, SECTION 165, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 1. (a) ~~A teacher's minimum salary each school year must be computed based on the teacher's education, experience, and degree completed as of the teacher's first day of service.~~

~~(b) If a teacher is licensed by the department on:~~

~~(1) the first day of service in the current school year; or~~

~~(2) another date as agreed by the school employer and the exclusive representative under IC 20-29;~~

~~the teacher's minimum salary is computed under section 2 of this chapter.~~ **This subsection takes effect July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, and governs salary increases for a teacher employed by a school corporation on or after the date this subsection takes effect. Compensation attributable to additional degrees or graduate credits earned before the effective date of the local salary schedule created under this chapter shall continue.**

(b) Increases or increments in a local salary scale must be based upon a combination of the following factors:

(1) A combination of the following factors taken together may account for not more than thirty-three percent (33%) of the calculation used to determine a teacher's increase or increment:

(A) The number of years of a teacher's experience.

(B) The attainment of either:

(i) additional content area degrees beyond the requirements for employment; or

(ii) additional content area degrees and credit hours beyond the requirements for employment, if required under an agreement bargained under IC 20-29.

(2) The results of an evaluation conducted under IC 20-28-11.5.

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(3) The assignment of instructional leadership roles, including the responsibility for conducting evaluations under IC 20-28-11.5.

(4) The academic needs of students in the school corporation.

(c) A teacher rated ineffective or improvement necessary under IC 20-28-11.5 may not receive any raise or increment for the following year if the teacher's employment contract is continued. The amount that would otherwise have been allocated for the salary increase of teachers rated ineffective or improvement necessary shall be allocated for compensation of all teachers rated effective and highly effective based on the criteria in subsection (b).

(d) A teacher who does not receive a raise or increment under subsection (c) may file a request with the superintendent or superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

(e) Not later than January 31, 2012, the department shall publish a model salary schedule that a school corporation may adopt.

(f) Each school corporation shall submit its local salary schedule to the department. The department shall publish the local salary schedules on the department's Internet web site.

(g) The department shall report any noncompliance of this section to the state board.

(h) The state board shall take appropriate action to ensure compliance with this section.

(i) This chapter may not be construed to require or allow a school corporation to decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2012, if that decrease would be made solely to conform to the new salary scale.

SECTION 33. IC 20-28-9-21, AS ADDED BY P.L.1-2005, SECTION 12, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 21. (a) This section and sections 22 through 23 of this chapter apply to the suspension of a teacher without pay when the procedure for the cancellation of the teacher's contract under ~~IC 20-28-7-3 through IC 20-28-7-5 do~~ **IC 20-28-7.5 does** not apply.

(b) A teacher may be suspended from duty without pay only for the following reasons:

(1) Immorality.

(2) Insubordination, which means the willful refusal to obey the state school laws or reasonable rules prescribed for the

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the individual has received training and support in evaluation skills.

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a

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classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

Sec. 8. (a) To implement this chapter, the state board shall do the following:

(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(b)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

(c) This subsection applies to a school corporation that has not adopted a staff performance evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection

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(b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department under subsection (b).

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may not include the names or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

(1) the aggregate of certificated employees of each school and school corporation; and

(2) the aggregate of graduates of each teacher preparation program in Indiana.

SECTION 40. IC 20-31-4-6, AS ADDED BY P.L.1-2005, SECTION 15, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 6. The department shall determine whether the school has complied with the following legal standards for accreditation:

(1) Health and safety requirements.

(2) Minimum time requirements for school activity.

~~(3) Staff-student ratio requirements.~~

~~(4)~~ **(3)** Curriculum offerings.

~~(5)~~ **(4)** Development and implementation of a staff evaluation plan under ~~IC 20-28-11.~~ **IC 20-28-11.5.**

~~(6)~~ **(5)** Completion of a school improvement plan ~~that:~~ **that complies with requirements developed by the state board and:**

~~(A) analyzes the strengths and weaknesses of the school;~~

~~(B) outlines goals of the school community to which school improvement activities will be directed; and~~

~~(C) identifies objectives of the school and programs designed to achieve those objectives.~~

(A) focuses on academic performance; and

(B) is consistent with metrics for improvement.

SECTION 41. IC 20-33-2-3.2 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS

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[EFFECTIVE JULY 1, 2011]: **Sec. 3.2. As used in this chapter, "attend" means to be physically present:**

(1) in a school; or

(2) at another location where the school's educational program in which a person is enrolled is being conducted;

during regular school hours on a day in which the educational program in which the person is enrolled is being offered.

SECTION 42. IC 20-33-2-14, AS AMENDED BY P.L.185-2006, SECTION 13, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 14. (a) This section and sections 15 through 17.5 of this chapter apply to a student who attends either a public school or a nonpublic school.

(b) The governing body of each school corporation shall have a policy outlining the conditions for excused and unexcused absences. The policy must include the grounds for excused absences required by sections 15 through 17.5 of this chapter or another law. Any absence that results in a person not attending at least one hundred eighty (180) days in a school year must be in accordance with the governing body's policy to qualify as an excused absence.

~~(b)~~ **(c)** Service as a page for or as an honoree of the general assembly is a lawful excuse for a student to be absent from school, when verified by a certificate of the secretary of the senate or the chief clerk of the house of representatives. A student excused from school attendance under this section may not be recorded as being absent on any date for which the excuse is operative and may not be penalized by the school in any manner.

SECTION 43. IC 20-33-2-25, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 25. The superintendent or an attendance officer having jurisdiction ~~may~~ **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court **or the department of child services.** The intake officer **or the department of child services** shall proceed in accord with IC 31-30 through IC 31-40.

SECTION 44. IC 20-33-2-27, AS ADDED BY P.L.1-2005, SECTION 17, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2011]: Sec. 27. (a) It is unlawful for a parent to fail to ensure that the parent's child attends school as required under this chapter.

(b) Before proceedings are instituted against a parent for a violation of this section, personal notice of the violation shall be served on the parent by the superintendent or the superintendent's designee:

(1) having jurisdiction over the public school where the child has

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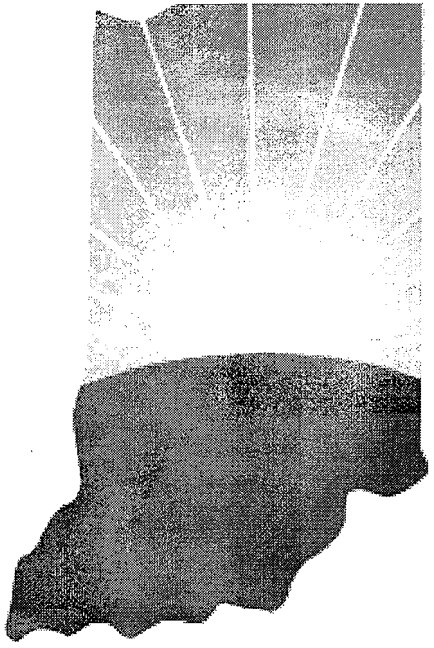

HOW RISE WORKS

www.riseindiana.org | October 2011

Designed by educators for educators, RISE takes a fair, accurate, comprehensive look at classroom performance.

How RISE Works

The classroom is a complex place, and every teacher is unique. Designed in collaboration with educators across Indiana, RISE looks at a teacher's **professional practice** as well as evidence of **student learning** to paint a fair, accurate, and comprehensive picture of an educator's performance. By using multiple sources of information, RISE identifies strengths and areas for improvement, which can help teachers grow year after year. After all, when teachers succeed, students succeed.

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RISE was designed around three core beliefs.

	CORE BELIEFS	HOW RISE WORKS
1	Nothing we can do for our students matters more than giving them effective teachers capable of driving student learning outcomes.	RISE incorporates **multiple measures of student learning.**
2	Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence.	The Indiana Teacher Effectiveness Rubric provides an **in-depth description of four performance levels.**
3	A new evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.	Evaluators will spend more time in the classroom in order to provide **frequent, actionable feedback.**

RISE

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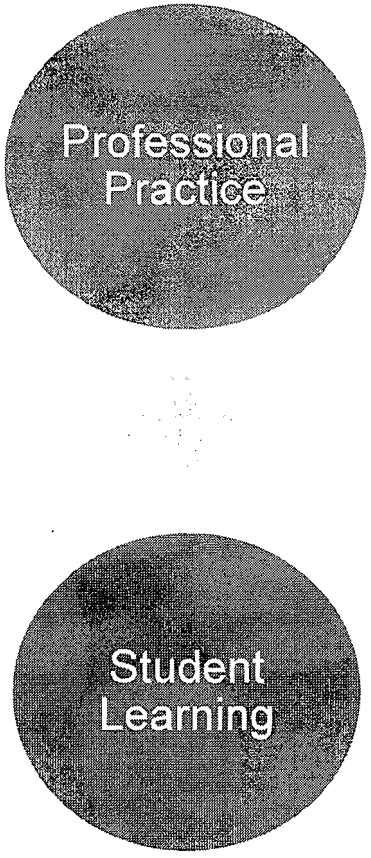
There are two major components of the RISE evaluation system.



Summative Evaluation Rating

RISE

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The first component of the RISE evaluation system is Professional Practice.

1 Professional Practice

What is professional practice?

- The assessment of instructional knowledge and skills
- Includes performance in Planning, Instruction, Leadership, and Core Professionalism

How is professional practice measured in RISE?

- Classroom observation and other evidence such as lesson plans, etc.
- Information is organized and performance is assessed using the Indiana Teacher Effectiveness Rubric

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The second component of the RISE evaluation system is Student Learning.

2 Student Learning

What is student learning?

- Student learning is a teacher's contribution to academic progress over the course of the school year.

How is student learning measured in RISE?

- Student learning is measured in three ways
  - Individual Growth Model Data (where available)
  - School-wide Learning Measure
  - Student Learning Objectives

RISE

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Two types of evaluators contribute to the collection of evidence.

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.

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There are four summative rating levels in RISE.

Highly Effective: A *highly effective* teacher consistently exceeds expectations both in terms of student achievement as well as professional contribution to the school or corporation. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

Effective: An *effective* teacher consistently meets expectations both in terms of student achievement as well professional contribution to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

Improvement Necessary: A teacher who *needs improvement* has room for growth in meeting expectations for student achievement and professional contribution to school or corporation. This is a teacher who, as determined by a trained evaluator, needs improvement in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

Ineffective: An *ineffective* teacher consistently fails to meet expectations for student achievement and contribution to school or corporation. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved low levels of academic growth.

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Both RISE components have measures. Scores from these measures will be inputs for the summative rating.

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* Only teachers in grades 4-8 ELA/Math have individual growth model data

The summative rating calculation is based on four principles

1.) Teachers should be treated as similarly as possible.

2.) Classes that aren't covered by growth-model data should not be excluded or drastically underrepresented in the final weighting.

3.) A teacher's mix of growth model and non-growth model classes should be reflected in the calculation.

4.) Data in which we have most confidence is given the most weight.

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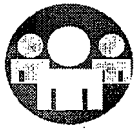
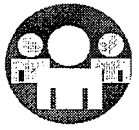
Teachers fall into one of three groups for the purpose of calculating a rating.



Group 1

Half or more of classes taught have growth model data

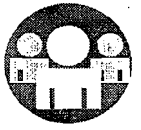
Most 4th-8th Grade Teachers



Group 2

Less than half of classes taught (but at least one) have growth model data

Some Elementary/Middle Teachers



Group 3

No individual growth model data

Most High School and PK-3rd Teachers

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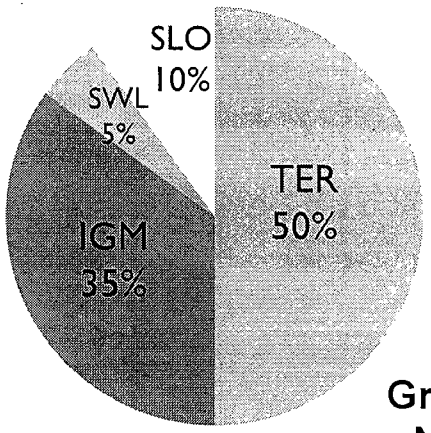
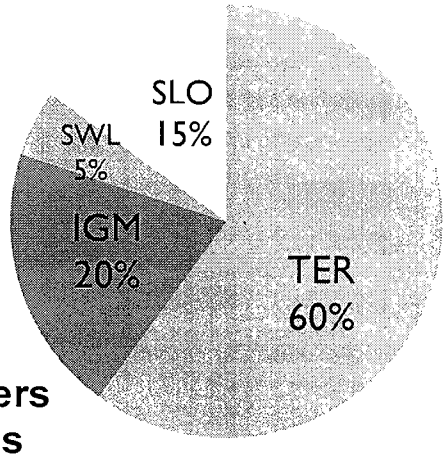
Each group uses a different weighting scheme.

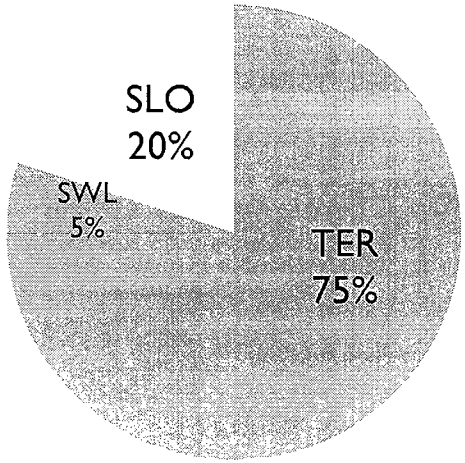
Group 1 Teachers
Half or more GM classes



Group 2 Teachers
Less than half GM classes



Group 3 Teachers
No GM classes



Key:
TER: Teacher Effectiveness Rubric
IGM: Individual Growth Model
SLO: Student Learning Objective
SWL: School-wide Learning Measure

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Weighting Example

• Mrs. Smith teaches three sections of 8th grade ELA and three sections of 8th grade Social Studies.

•Because half or more of her classes taught have individual growth model data, she is a **Group 1** Teacher.

•We use the **Group 1** weights from the previous slide to calculate her summative score.

Component	Raw Score	Weight*	Weighted Score
Teacher Effectiveness Rubric	2.6	x 50%	= 1.3
Individual Growth Model Data	3	x 35%	= 1.05
Student Learning Objectives	4	x 10%	= .4
School-wide Learning Measure	2	x 5%	= .1
Sum of the Weighted Scores			**2.85**

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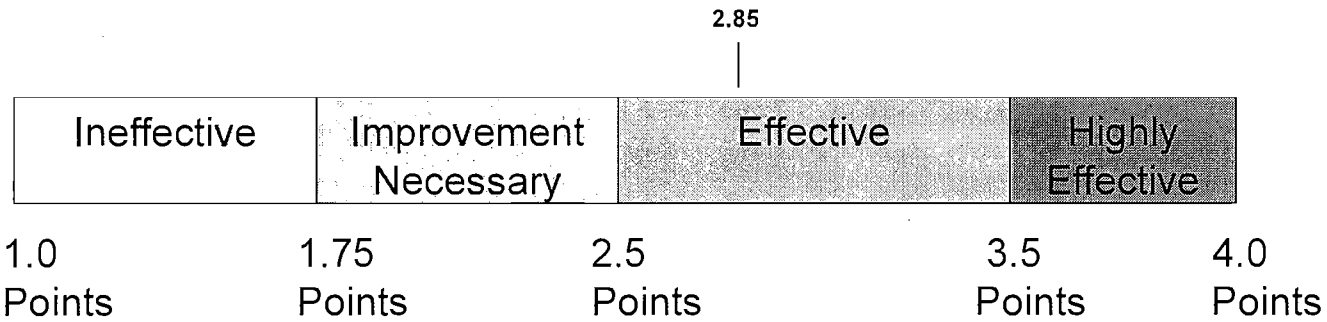
The weighted score determines the final rating.*

- **In the Mrs. Smith example, the weighted score of 2.85 is mapped to this scale. The final rating is "Effective".**



Note: Borderline points always round up.

* Further training on summative scoring will occur in the winter/early spring.

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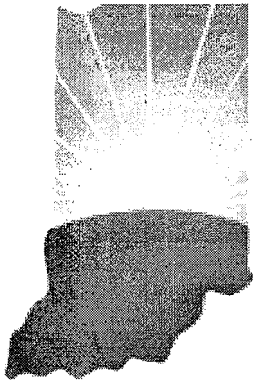
Or contact **RISE@doe.in.gov**.



RISE

Evaluation and Development System

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Indiana Department of Education
SUPPORTING STUDENT SUCCESS

RISE

Evaluation and Development System

Evaluator and Teacher Handbook

Version 2.0

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Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

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Indiana's State Model on Teacher Evaluation

Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

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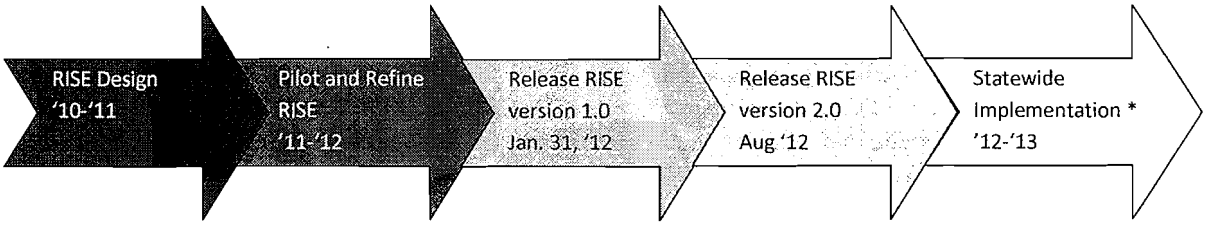
Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation



* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Effective**: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

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- **Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

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Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.

3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

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Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

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The Indiana Teacher Effectiveness Rubric

In Appendix C of this guidebook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

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b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of two extended observations per year – at least one per semester.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

What is a short observation?

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Will my formal and informal observations be scored?

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

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Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the "Evidence Collection and Scoring of Domains 1 and 3" resource under the Professional Practice resources section on the RISE website.

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

If I have a professional development plan, what is the process for setting goals and assessing my progress?

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on

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their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

Figure 3: Evidence vs. Judgment

Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on	The teacher doesn't do a good job of making sure students understand concepts.
(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

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Figure 4: Mapping Evidence to Indicators

Evidence	Indicator
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	Competency 2.4: Check for Understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"	Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work Teacher frequently develops higher-level understanding through effective questioning. (Effective)

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations, conferences, and other sources of information
2. Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership
3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3
4. Incorporate Core Professionalism rating

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Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

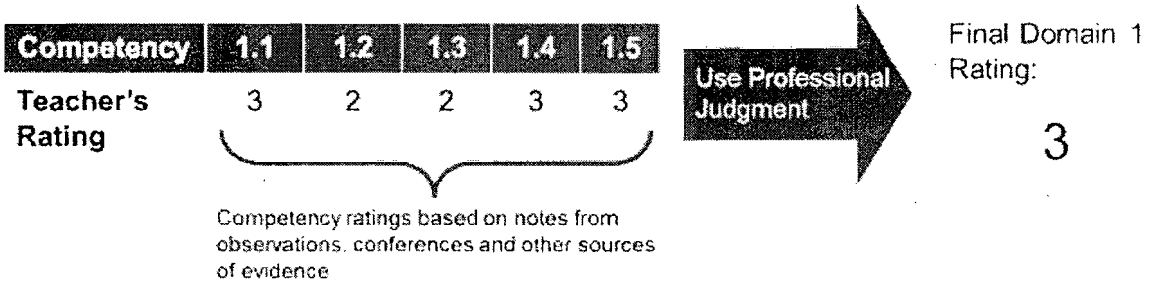
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Figure 5: Example of competency ratings for domain 1 and the final domain rating.



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At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	**3 (E)**	**2 (IN)**	**3 (E)**

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

3 Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.25**

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

4 Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for

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any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

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Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

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Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

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Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

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Summative Teacher Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: Individual Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

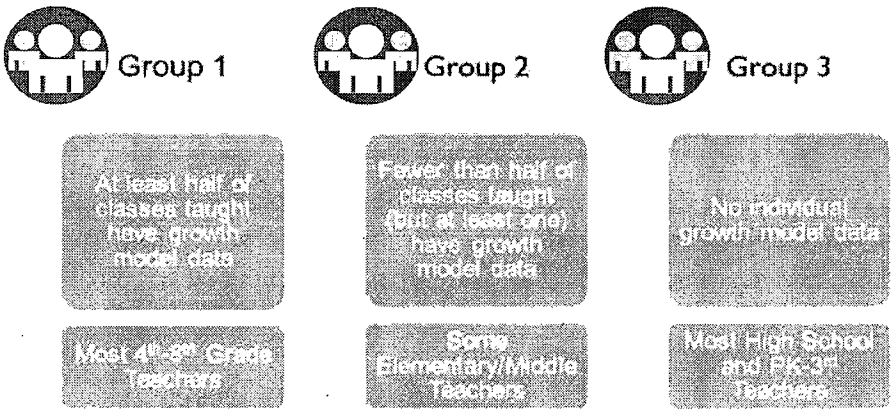
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).



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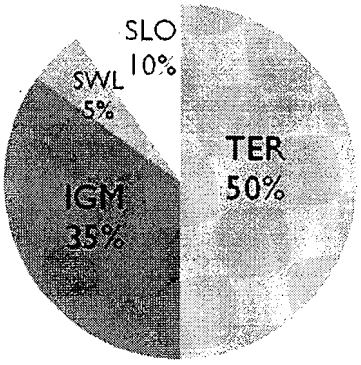
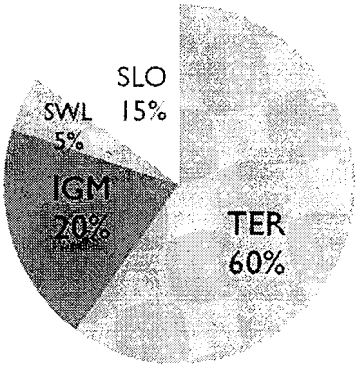
Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

Key:
TER – Teacher Effectiveness Rubric **IGM – Individual Growth Model Data**
SWL – School-wide Learning Measure **SLO – Student Learning Objectives**

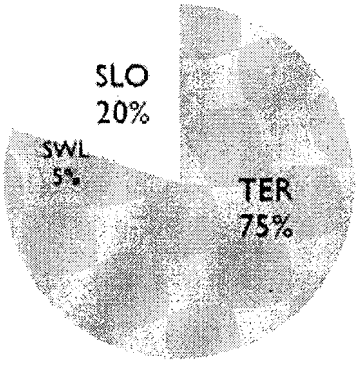
Group 1: Teachers who have individual growth model data for at least half of classes taught



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

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Compared across groups, the weighting looks as follows:

Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non-GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School-wide Learning Measure	5%	5%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School-wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.

2.85

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points

Note: Borderline points always round up.

The score of 2.85 maps to a rating of "Effective". Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

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Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Extended Observation: An announced observation lasting a minimum of 40 minutes. Extended observations are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their "classes" have growth model data.

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More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the

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spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

Professional Development Goals: These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

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These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

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Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook exactly as written are considered to be using the *RISE Evaluation and Development System.*

If a corporation chooses to make minor edits to the RISE system, the system must then be titled "(Corporation name) RISE", and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
  - Minimum number of short and extended observations
  - Minimum length for short and extended observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
  - Three measures of student learning as outlined in the RISE system
  - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
    - Assessments
    - Number of objectives
    - Population targets for objectives
    - Process steps
    - Weight of objectives
- Summative Scoring
  - Weights assigned to components of the summative model
  - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from <u>any</u> of the minimum requirements of the most recent version of RISE (found at <u>www.riseindiana.org</u>), the corporation may no longer use the name "RISE Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE".

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Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of teacher and student practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

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Optional Observation Mapping Form 1 – By Competency

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

2.1 OBJECTIVE	
Evidence	**Indicator**

2.2 CONTENT	
Evidence	**Indicator**

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2.3 ENGAGEMENT	
Evidence	**Indicator**

2.4 UNDERSTANDING	
Evidence	**Indicator**

2.5 MODIFY INSTRUCTION	
Evidence	**Indicator**

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2.6 RIGOR	
Evidence	Indicator

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator

2.8 CLASSROOM CULTURE	
Evidence	Indicator

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2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

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Optional Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

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Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post-conference.

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Optional Post-Observation Form – Teacher

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

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RISE

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number if Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	**Mid-Year Assessment of Domain 1**
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

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Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

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2.4 Check for Understanding	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

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2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

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Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 4: Professionalism	**Mid-Year Assessment of Domain 4**
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards Does Not Meet Standards**

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Optional Summative Rating Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

Domain 1: Planning	**Competency Rating**	**Final Assessment of Domain 1**
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective-Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

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Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

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Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

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Domain 4: Professionalism	Final Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Final Rating (Circle One)	**Meets Standards** **Does Not Meet Standards**

Final Teacher Effectiveness Rubric Score

Directions: If the teacher "Meets Standards" above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

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Student Learning Objectives

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students In Course	Percentage of Students Who Achieved Mastery

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

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Targeted Objective

Targeted Learning Objective	What was the teacher's Targeted Objective Learning Goal for the targeted students?

Did the teacher meet this objective? Met Objective ☐ Did Not Meet Objective ☐

What evidence did you use to determine whether the teacher "surpassed goal or otherwise demonstrated outstanding student mastery or progress?"

Based on the teacher's Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

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Student Learning Objectives Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	

Final Student Learning Objectives Score:

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Student Learning Objectives Score

Final Student Learning Objectives Score: _____

Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1 **Group 2** **Group 3**

		Choose only one set of weights			
Measure	**Rating (1-4)**	**GROUP 1 Weights**	**GROUP 2 Weights**	**GROUP 3 Weights**	**Weighted Rating**
Teacher Effectiveness Rubric		50%	60%	75%	
Indiana Growth Model		35%	20%	---	
Student Learning Objectives		10%	15%	20%	
School-wide Learning Measure*		5%	5%	5%	

Final Summative Score:

* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

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Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up

Final Summative Rating:

☐ **Ineffective** ☐ **Improvement Necessary**

☐ **Effective** ☐ **Highly Effective**

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

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Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		**Subject(s):**	
Date Developed:		**Date Revised:**	
Primary Evaluator Approval	*X*	*Teacher Approval*	*X*

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Professional Growth Goal #1						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Professional Growth Goal #2						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Professional Growth Goal #3						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric. Visit www.riseindiana.org for versions of the rubric that are printable on 8.5" x 11" paper.

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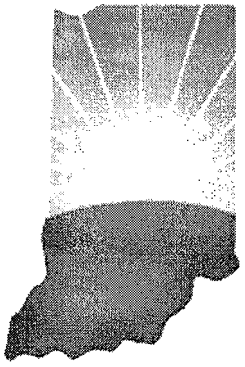

RISE

Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

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DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may *not:* - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may *not:* -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

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1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may *not:* - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

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DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may *not*: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may *not:* - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

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Indiana Department of Education
SUPPORTING STUDENT SUCCESS

LEGISLATIVE GUIDANCE: RIGOROUS MEASURES

IC 20-28-11.5 **Rigorous measures of effectiveness, including observations and other performance indicators.**

A school corporation's evaluation system must measure teacher effectiveness in a way that truly distinguishes between varying levels of proficiency. "Rigorous measures" are the components that make up a teacher's evaluation. Together, all of the components, or measures, of a teacher's evaluation are combined to make up his or her final rating (highly effective, effective, improvement necessary or ineffective). There are different types of measures that can be considered rigorous for teacher evaluation.

COMMONLY MEASURED AREAS OF EFFECTIVENESS

Types of Measures	Examples of Data Collected for Measures	How are Measures Rated
Student Learning Measures Linked to Individual Teachers	• Growth Model data • Performance on state-, school- or corporation-wide tests • Performance on individual teacher-created tests or projects • Portfolios of students' work or performance	Some measures of student performance, such as growth model data and value added, are statistical models constructed to capture students' learning growth. Because these models typically do not cover all teachers, some evaluation systems also use locally created assessments as a student learning measure. In these instances, corporations, school administrators, and teachers often must agree on a measure of student growth and/or achievement for a teacher to be rated in each of 4 required categories (an example of this is the RISE Student Learning Objective process). Some evaluation systems may include both individual growth model data (where it exists) and performance measures on locally created assessments in an effort to measure a teacher's performance across multiple subjects.

- **Checklists**
- **Single observations**
- **Announcing an observation on every occasion**
- **Vague or overly general rubric descriptions**
- **Rubrics that focus only on teacher actions and ignore observation of student actions**
- **Using only one source on which to base decisions**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

LEGISLATIVE GUIDANCE: ASSESSMENTS

IC 20-28-11.5

Objective measures of student achievement and growth should significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

Regulations 511 IAC 10-6-4 Evaluation Measures

(a) Measures to be used shall include the following:

(1) Measures provided by the department based on student achievement and/or growth on statewide assessments **(2)** Measures based on other assessments developed or procured by a school corporation for the purpose of showing student growth and/or achievement. The department will issue guidance to assist corporations in identifying and developing assessments, which may include commercially available or locally developed assessments, performance tasks, portfolios, or other measures of student growth and achievement. **(3)** Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content.

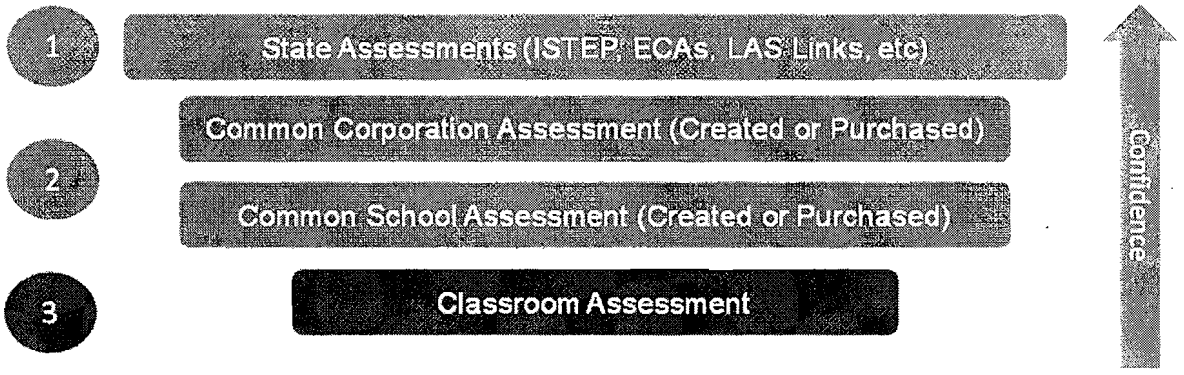
(b) Selection and Weight of Measures. The use and weighting of student measures shall directly relate the assessments that most accurately measure student learning according to the following priority:

(1) Where a mandatory state assessment exists, a school corporation must use it as a measure of student learning. If that state assessment provides individual growth model data, the school corporation must use it as that teacher's primary measure of student learning. **(2)** Where a state assessment does not exist, an assessment developed or procured by a corporation that is used for common grades or subjects shall be used as a measure of student learning. **(3)** Only when there is no state, corporation or school assessment shall a school corporation utilize class-specific, teacher-created assessments as a measure of student learning for evaluation purposes. **(4)** Corporations may use multiple student learning measures. If corporations choose to use multiple sources of data, the primary measure will carry the most weight in relation to the other student learning measures.

SELECTION OF MEASURES

The first step in measuring student learning is to ensure quality assessments of learning exist in every grade and subject. The term "assessment" can refer to a traditional computer-based or paper-and-pencil test, but can also refer to projects or performance-based assessments of student learning. With broad guidelines in statute and in regulations, districts have great flexibility in selecting and weighting the assessments they will use to measure student learning in staff performance evaluations.

When selecting assessments for teachers in different grades and subjects, districts should consider the confidence they have in the assessment's ability to effectively measures students' learning. The diagram below is meant to help guide districts to select assessments. As the arrow indicates, confidence in the assessment increases with the likelihood of strong alignment to standards, the rigor of test questions and the extent to which assessments are common across classrooms.



To the extent possible, corporations should use assessments labeled "1," due to the high level of confidence and "alignment" in these exams to Indiana Academic Standards. State exams, such as ISTEP++, ECAs, and LAS Links, have been created and vetted by experts and are administered across a large population of students. These assessments have the necessary alignment, rigor, and format—and they are high quality exams. For grade levels and content areas where these assessments are available, they should be used.

Because not all grade level or content areas have state assessments, corporations or schools may opt to create or purchase common subject-area assessments, labeled in the inverted pyramid with a "2." If assessments are created at the corporation or school level, careful attention must be paid to ensuring test questions align to course content standards and test questions are appropriately rigorous (test higher levels of thinking, etc). Involving multiple teachers and administrators in the creation, administration and analysis of corporation-created assessments can minimize issues regarding quality and security.

Wherever there is more than one teacher in a corporation teaching the same grade and subject, these teachers should work together to procure or develop a common assessment. However, it is possible school corporations may only have one teacher who instructs a content area, such as a Chemistry teacher who teaches all chemistry classess in the corporation. In this case, an individual teacher-created

exam is likely to be used, labled in the inverted pyramid with a "3"; however, this teacher still may find it valuable to work on this assessment with other science teachers in the building who are familiar with the content or students. Again, corporations will want to ensure these teacher-created exams are aligned with course content standards and include appropriately rigorous test questions. Administrators may need to play a more active role in supporting this assessment development and refinement. Small corporations may also consider working together to create a shared body of common assessments.

Corporations must first assess what types of assessments exist for each grade and subject. Regardless of whether or not your district chooses to use RISE, there is an assessment matrix on the resources page of the RISE website that will help you to determine and keep track of the best available assessments for all teachers in a school or corporation. Although common assessments are not expected to exist currently for all subjects, the goal should be to eventually create or purchase assessments that move each teacher up the pyramid. When creating an assessment, teachers, administrators, and corporations want to work to ensure assessments meet the following criteria:

- **Alignment and Stretch.** The assessment covers most key subject/grade-level content standards (alignment) and, where appropriate, assesses pre-requisite objectives from prior years and objectives from the next year/course (stretch).

- **Rigor and Complexity**. The assessment's items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor) and include items or tasks that require critical thinking and deep levels of student understanding (complexity). Consider using a common framework, such as Bloom's Taxonomy, to ensure for higher level thinking questions.

- **Format captures true mastery.** The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

MANDATED ASSESSMENTS

Mandatory state assessments are highlighted on the next page in red. These assessments, as outlined in regulations, must be used to inform a teacher's evaluation. When the assessment below provides growth model data (ISTEP+ grades 4-8 ELA/Math), this data must be weighted more than any other measure of student learning.

MANDATED ASSESSMENTS						
	ELA	Math	Science	Social Studies	ELL	Sp. Ed.
K					LAS Links	
1					LAS Links	
2					LAS Links	
3	ISTEP+	ISTEP+			LAS Links	
4	ISTEP+	ISTEP+	ISTEP+		LAS Links	
5	ISTEP+	ISTEP+		ISTEP+	LAS Links	
6	ISTEP+	ISTEP+	ISTEP+		LAS Links	
7	ISTEP+	ISTEP+		ISTEP+	LAS Links	
8	ISTEP+	ISTEP+			LAS Links	
9		Algebra I	Biology I		LAS Links	
10	English 10				LAS Links	

While third grade teachers are required by the state to administer both ISTEP+ and IREAD-3, the state does not mandate districts incorporate BOTH assessments into teacher evaluation. Especially during the first few years of IREAD-3 administration, corporations should use ISTEP+ for measuring student learning in grade 3, as it more accurately reflects all content standards. Third grade teachers give both the ELA and Math ISTEP+ assessments. Whether or not to use ELA ISTEP+, Math ISTEP+, or both for measures of student learning is a corporation decision. However, this may be influenced by the fact that starting in grade 4—where growth model data is available—teachers will be evaluated on BOTH ELA and Math in classrooms where both subjects are taught.

NOTE: **For middle school Algebra 1 teachers, ECA or growth model data will be available for evaluation purposes.** Only one measure must be used, and it is recommended local districts decide what is most appropriate in terms of the instructional content of the class. A teacher could elect to use both sources of data, or one or the other. If the teacher decides that Algebra 1 is more closely aligned with the content of their class, they do not have to use growth model data from ISTEP+ Math.

Although IMAST and ISTAR are mandated state tests, they are not mandated for use with teacher evaluation. For more information, see the section on Special Education below.

OPTIONAL STATE ASSESSMENTS

Optional state assessments are highlighted below in yellow. These assessments may be used as part of evaluation if administered in your corporation. The decision to use them or not is made locally by corporations. No assessment below is mandated by the state for use in teacher evaluation.

Please note: Extra consideration should be given to using the use of formative measures (mClass and Acuity Diagnostic). Formative assessments are used for the purpose of measuring student progress on a particular skill or content area. The results from such assessments are used to change or enhance instruction in order to ensure mastery of skill or content. The formative nature of the assessment is altered when data are used for evaluation purposes, and this can influence the way teachers prepare for and administer these tests. For this reason, **when Acuity is used for evaluation purposes, the Predictive Acuity is recommended instead of the Diagnostic Acuity. ISTEP+ should be used as a primary measure rather than Acuity wherever both are administered.**

OPTIONAL STATE ASSESSMENTS						
	ELA	Math	Science	Social Studies	ELL	Sp. Ed.
K	mCLASS	mCLASS				
1	mCLASS	mCLASS				
2	mCLASS	mCLASS				
3	Acuity	Acuity	Acuity	Acuity		
4	Acuity	Acuity	Acuity	Acuity		
5	Acuity	Acuity	Acuity	Acuity		
6	Acuity	Acuity	Acuity	Acuity		
7	Acuity	Acuity	Acuity	Acuity		
8	Acuity	Acuity	Acuity	Acuity		
9		Acuity - Algebra I				
10						

Additionally, to expand the coverage of subjects using quality assessments, the state is working to make Indiana course-aligned assessments available in many Core 40 Graduation Requirement content areas. The assessment and curriculum teams are currently working on the alignment and rigor of these optional exams.

The Indiana course-aligned assessments are end-of-course assessments and will cover the following subjects:

New Optional Assessments – High Schools (with Indiana course aligned state assessments)	
English	Eng9 Eng11 Eng12
Math	Alg. II Geometry Pre-Calculus*
Science	Chemistry I Physics I Integrated Chemistry-Physics Anatomy/Physiology* Earth Space Science*
History	U.S. History U.S. Government Economics World History/Civilization World Geography*

* Indicates that course-aligned assessment exists, but course is not mandatory for Core 40 Graduation Requirements

USE OF "OFF-THE-SHELF" ASSESSMENTS

As schools determine which assessments to use to meet the objective data requirement of IC 20-28-11.5, purchased "off-the-shelf" or already created, pre-packaged assessments can be incorporated if available. Examples include AP, ACT/SAT, NWEA MAP, etc. Some off-the-shelf assessments may be more suited to measuring student learning for evaluation purposes than others. It is recommended the assessment's suitability for establishing a student's degree of proficiency or amount of growth be discussed with the vendor. Some general issues to consider when using these assessments include the following:

- Timing of assessment administration and return of assessment data. Student progress should be measured from the beginning of the year to the end of the year.
- Alignment to Indiana Academic Standards or the Common Core State Standards.
- Cost and who bears it. If students must pay to take the exam, all students may not be tested. To be accurate, a measure needs to account for an entire class.
- Assignment of test results to individual teachers. With some assessments, such as college readiness assessments, it may be difficult to assign student outcomes to a single, specific content area or teacher. Where this is the case, you may instead consider creating an additional school-wide learning measure if you feel all teachers in the school should work together to ensure student learning outcomes on the assessment.

- Determining growth on a norm-referenced scale.
- Available accommodations and modifications for students with special needs. Schools should discuss this issue with the vendor.

ASSESSMENTS FOR NON-TRADITIONAL CLASSROOM TEACHERS

Special Education

Linking student data to special education teachers can sometimes be done differently than for a general education classroom teacher; however, there are many ways to include student data for these teachers. First, corporations will want to consider the way in which the Special Education teacher provides services to students with disabilities.

Consider the following guidance for Special Education teachers in different teaching scenarios (Note: These are suggestions, not rules. Ultimately, your corporation needs to decide what works best for your particular teachers and students.)

- Use growth model data or traditional classroom measures of student learning: e.g. special education teachers who are supporting students in the general education classroom and co-teaching or doing pull-out work with a case load of students that directly relates to the subject/assessment being used in the general education classroom
- Use appropriate or relevant IEP goals to track student progress: e.g. Special Education teachers who work outside the general education classroom or work with students who have more intensive or low incidence populations or severe disabilities

Use a different method or measure of assessment (purchased or created by teacher/school/corporation): e.g. Special Education teachers who may instruct students in a self-contained classroom or have specific skills/competencies they wish to use for assessing student learning. The Department of Education discourages the use of the ISTAR assessment for evaluation purposes. The kinds of challenges faced by students with severe disabilities, by nature, can have a more severe impact on their assessment performance. For these students, consider using an alternative measure, unique to given student needs, for measuring student learning. IMAST may be used, but caution should be taken to provide flexibility for students who may regress due to factors unrelated to teacher performance.

Media Specialists, Interventionists, Coaches, etc.

For other staff that may not have traditional classroom responsibilities for students, such as media specialists or instructional coaches, the methods for including of student data in teacher evaluation may vary. Corporations should make these decisions and clearly communicate them to all schools in the corporation. There are two considerations to think about while making these decisions.

- Corporations should identify the population of students most influenced by a staff member.
- Corporations should carefully consider the job descriptions of staff members. How do their roles affect student learning in your corporation? After answering this question, decide the best way to measure that particular type of student learning. This could be through a traditional assessment, project, or perhaps by using a school-wide learning measure associated with the job responsibilities of that individual.

Arts, P.E., Music, Career and Technical Education, and other specialists

Attached you will find assessment matrices from Indiana teachers in "non-traditionally" assessed content areas, such as visual art, music and career and technical education. The matrices have been aligned with the types of assessments available, from teacher-created assessments to national assessments. Each matrix is organized based on the confidence of the assessments available.

These matrices can serve teachers who are determining what resources, funding and instructional time may be available when selecting methods of assessment. Administrators should use these matrices as a starting point when discussing assessment with these content area teachers. As teachers are asked to incorporate student data to prove effectiveness, these matrices should allow for a collaborative conversation between teachers and administrators.

Indiana Department of Education
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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.

Indiana Department of Education
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LEGISLATIVE GUIDANCE: SUBMITTING EVALUATION PLANS

IC 20-28-11.5-8(d) Requires each school corporation to submit its evaluation plan to the IDOE for publication on the IDOE's website.

> **(d)** Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

The law requires all school corporations to submit their most current evaluation plans to the Indiana Department of Education ("IDOE") for publication. This requirement applies to all school corporations, including those with evaluation systems in place that comply with contractual language established prior to the passage of SEA 1.

WHAT MUST BE SUBMITTED?

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit an evaluation plan to the IDOE.

Indiana Code 20-28-11.5-4(a) requires the plan to cover "each certificated employee." For more information on what is in a plan, please see EVALUATION PLAN guidance. Please note that IDOE is NOT approving evaluation plans, but expects corporations to develop evaluation systems compliant with the law.

*If a school corporation is still operating under an old evaluation system because of its current contract status, the corporation meets its submission obligation by submitting its current evaluation plan.

HOW WILL CORPORATIONS SUBMIT PLANS?

The law requires school corporations to submit their evaluation plans for publication, but it does not specify a deadline or a timeline for submission. Corporations may submit their plans via accreditation's Legal Standards Online Assurances application that will be available through DOE Online (IC 20-31-4-6(4)). There is NEVER a requirement to vote in order to submit evaluation materials through the accreditation process. Once submitted, IDOE will publish all evaluation plans on the IDOE website.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Educator Effectiveness and Licensing
Select Commission on Education
August 14, 2012

SELECT COMMISSION ON EDUCATION
14 AUGUST 2012
EXHIBIT B

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

August 14, 2012

Distinguished Members of the Select Commission on Education Issues:

Thank you for this opportunity to share details of the Indiana Department of Education's (IDOE) efforts on educator evaluations and licensing. As you know, IDOE and educators across the state have been working hard to implement Indiana's new educator evaluation law, Public Law 90 (P.L. 90-2011). The law aims to ensure students have great teachers in the classroom who are recognized, supported and rewarded for their work to prepare our students for college and the workforce.

Since the law passed in 2011, Indiana school districts have been working with their educators to analyze their current evaluation systems and adopt new evaluation tools compliant with the law. IDOE has been supporting this work through training sessions at regional education service centers, by providing resource documents, by answering countless calls and emails on the topics, and by using targeted outreach efforts. In addition, IDOE piloted new teacher evaluations in six districts last year. Three of these districts piloted the state's evaluation model, RISE, and three piloted various other evaluation models that comply with Indiana's new evaluation law, such as the TAP system.

P.L. 90 gives local leaders the flexibility to adopt whatever evaluation system best meets the needs of the school community. The RISE evaluation system was developed by the Indiana Teacher Evaluation Cabinet, a group of current and former educators from across Indiana, many of whom have been recognized for teaching excellence. The Cabinet met numerous times to develop a comprehensive, accurate system to provide educators meaningful feedback. During the pilot year, the Cabinet met to refine RISE based on input from pilot school educators. RISE now stands ready to be implemented if local leaders choose to utilize the model system. I am proud of the hard work and collaboration we have seen around the state over the past year. The conversation around meaningful teacher evaluations and how they drive student success is more robust than ever.

Alongside our efforts on evaluations, IDOE has endeavored to improve the rules that guide educator licensing in our state. In February, the State Board of Education approved proposed revisions to our educator licensing rules, known as REPA 2, which must now proceed through the official rule promulgation process. The main purpose for REPA 2 is to align teacher licensing and preparation to reflect the policies outlined in P.L. 90. These proposed changes, combined with the licensing rules approved in 2009, ensure Indiana has effective educators in every classroom.

These revisions also give local school leaders the flexibility to make decisions based on student needs, and they focus on rewarding demonstrated educator effectiveness as opposed to credentials only. Furthermore, these changes open doors of opportunity for highly knowledgeable adults to transition to the teaching profession and create more relevant, less costly options for current teachers to renew their licenses and add specialty content endorsements.

The rules preserve the ability of local school boards to hire school employees. They simply ensure there is a wider pool of highly qualified and highly effective candidates from which to choose. Our schools will benefit from a strategy that preserves local control and focuses on quality.

We have gathered key information to ensure you have the details necessary to accurately assess Indiana's new educator evaluation process and proposed licensing changes. Without ensuring teacher effectiveness, our students are the ones who truly lose. Furthermore, research indicates an educator's influence on student achievement is 20 times greater than any other variable, including poverty level and class size. REPA 2 and the new evaluation law will ensure Indiana educators, with support from local school leaders, are continually striving for growth as professionals and aiming to deliver quality instruction to our students.

Within this folder, you will find the following information:

- Policy overviews
- Myth v. Fact and FAQ documents
- PowerPoint presentation
- News clips on educator evaluation and teacher licensing

We realize you may have additional questions that are not covered by this material and may not be addressed in today's meeting. Please feel free to reach out to my Director of Legislative and Intergovernmental Affairs, Ashley Gibson, at agibson@doe.in.gov or 317-232-6618.

Finally, I hope you are as proud as I am of the tremendous work that has been done around the state to implement the trailblazing legislation you and your colleagues enacted. As a result, other states are now beginning to emulate Indiana and the steps we've taken together to dramatically improve the educational opportunities for all students.

Sincerely,

Tony Bennett
Superintendent of Public Instruction

REPA II

In 2011, the General Assembly:

- Eliminated the Professional Standards Board and moved the Professional Standards Board's authority and responsibilities to the IDOE.
- Gave the rulemaking authority to the SBOE
- Did not move the administrative rules under the SBOE Administrative Title

REPA II – Continuity with REPA I

- Alternative licensing paths, such as Transition to Teaching, continue.
- Emergency Permits are continued. *The Department has issued 394 emergency permits for the 2011-12 school year.*

REPA II – Continuity (cont.)

- Adding content areas through testing alone is continued. *The Department has processed 899 Praxis testing additions since May 2, 2011.*
- Temporary Superintendent licenses are continued. *There have been 9 temporary Superintendent licenses issued since REPA became effective in May 2010*

REPA II – Increased Options

Although REPA II is largely a continuation of REPA I, it increases flexibility available to those hiring talent for schools

REPA II – Increased Options

Increased flexibility for individuals seeking administrative licenses.

- A master's degree will no longer be required for obtaining a principal's license.
- A doctorate degree will no longer be required to obtain a district administrator's license.

REPA II – Increased Options

- Increased options for teachers adding content areas through testing
- Expands P-12 licenses
- Adjunct permits

REPA II – Alignment with PL 90

Licenses will be called "Probationary" and "Professional" aligning with the terminology in SEA 1.

Beginning in 2017:

- Professional requires earning three "effective" or "highly effective" ratings on annual evaluations within a five year period.
- Teachers unable to qualify for a "Professional" license may renew at the probationary level

REPA II – Resources

- National Council on Teacher Quality, Blueprint for Change in Indiana, http://www.nctq.org/stpy09/updates/docs/stpy_indiana.pdf
- National Center for Education Information, Profile of Teachers in the U.S. 2011, http://ncei.com/Profile_Teachers_US_2011.pdf
- The Education Schools Project, Educating School Teachers, Arthur Levine, 2006, http://www.edschools.org/pdf/Educating_Teachers_Report.pdf

OVERVIEW OF IMPLEMENTATION: Educator Licensing (REPA and proposed REPA 2)

Indiana adopted new teacher licensing regulations in January 2010 under the Advisory Board of the Division of Professional Standards. These new regulations—called the Rules for Educator Preparation and Accountability (REPA)—aim to improve student achievement by ensuring high quality classroom instruction. The REPA ensure all new teachers are proficient in the subjects they teach, improve teacher support and flexibility, and allow skilled professionals from other careers more opportunities to enter the teaching profession.

The Indiana General Assembly dissolved the Professional Standards Board (PSB) in 2011 and moved the responsibilities of the PSB back to the State Board of Education (SBOE) but did not move the administrative rules that already existed under the PSB to the SBOE. For that reason, the current REPA must be repromulgated by the SBOE. In February 2012, the SBOE approved a draft proposal of revisions to the current teacher licensing rules, referred to as REPA 2. These proposed revised licensing rules are going through the standard rule promulgation process. A public hearing was held in June, and the Indiana Department of Education (IDOE) provided an online forum to collect comments online for a month.

Public Law 90 (PL 90-2011 or Senate Enrolled Act 1) touches on both licensing and preparation. Thus, a central aim of REPA 2 is to align licensing and preparation to reflect the policies outlined in PL 90.

Requirements

In addition to passing exams that test their knowledge, those who teach grades 5-12 are required, under the current REPA, to earn baccalaureate degrees in the subjects they teach. This requirement creates a better balance in teacher preparatory programs between coursework on how to teach and subject-specific training on what they will teach.

The REPA also improve teacher support and provide greater flexibility. Incoming teachers will work closely with school-level administrators to create targeted professional development plans to benefit student instruction. Current and future teachers will have more options to renew their licenses—options that will not require them to pay for college coursework. The new rules provide increased options for teachers to make their licenses more marketable; they can add subjects to their licenses by passing exams that test their knowledge.

Finally, the rules take steps to address future teacher shortages and bring additional knowledgeable adults into Indiana schools. The IDOE will have the authority to approve teacher preparation programs. Without these alternative licensing programs, it's unduly difficult for successful adults in other careers to enter the teaching profession. These new regulations allow for new pipelines to bring real world experts into Indiana classrooms.

The proposed REPA 2 revisions would do the following:

Align with PL 90

- Licenses will be called "Probationary" and "Professional," mirroring the terminology in PL 90.
    - Beginning in 2017, a new teacher with a probationary license may obtain a professional license by earning three "effective" or "highly effective" ratings on annual evaluations within a five-year period.

- A teacher may only renew a "Professional" license if the teacher earns three "effective" or "highly effective" ratings in a five-year period.
- A teacher unable to qualify for a "Professional" license may renew at the probationary level through coursework or a professional growth plan focused on improvement areas identified through evaluation process.

Increase flexibility for teachers and school leaders

- A master's degree will no longer be required for obtaining a principal's license. A doctorate degree will no longer be required to obtain a district administrator's license.
  - Completion of an approved administrator coursework program will be required, as well as passage of the Praxis School Leaders Licensure Assessment. School leaders will also be required to spend more time in the classroom before moving on to administration.
- A teacher may add a content area to an existing license by passing the appropriate licensure exam.
- Approved "Transition to Teaching" programs may be developed and offered by non-higher-education-based entities upon approval by IDOE.
- An applicant may qualify for an "Adjunct" teacher permit with a bachelor's degree from an accredited institution, a G.P.A. of 3.0 and passage of the licensure exam in the subject he/she wishes to teach. The permit may be renewed with three highly effective or effective ratings in a five-year period.

Focus on quality and effectiveness

- Transition to teaching applicants and future educators following a coursework path at a traditional school of education will spend a minimum of ten weeks student teaching full time with an effective or highly effective teacher.
- Eliminates waivers for teaching candidates who are unable to pass state-required assessments.

For more information about Indiana's educator licensing rules, visit http://www.doe.in.gov/improvement/educator-effectiveness/repa.

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Myth v. Fact and FAQ: The Truth about REPA 2

In February 2012, the State Board of Education (SBOE) approved a draft proposal of revisions to the current Rules for Educator Preparation and Accountability (REPA). These proposed revisions to Indiana's rules regarding educator licensing – often called REPA 2 – provide local school officials the flexibility necessary to make staffing decisions based on students' needs and align with Indiana's educator evaluation law (PL 90-2011) to ensure every classroom has a highly effective educator.

Senate Enrolled Act 1 (now Public Law 90 or PL 90) touches on both licensing and preparation, so aligning the licensing and preparation process with the standards set forth in legislation is beneficial to all stakeholders. In addition, the Indiana General Assembly dissolved the Indiana Professional Standards and Licensing Board (IPSB) in 2011, making it necessary to repromulgate the rules now that the SBOE again has the responsibility for educator licensing.

Unfortunately, there appear to be some misconceptions about the new guidelines. This document attempts to provide clarity so the REPA 2 additions can be judged based on the facts rather than rumors.

Frequently Asked Questions

Q: Why are the licensing changes proposed in REPA 2 necessary?

A: As the baby boomer generation begins to retire, our state and nation risk facing a teacher shortage that could negatively affect educational opportunities available to students. REPA 2 is designed to ensure Indiana has a comprehensive plan in place to ensure our state has a pipeline of talented and qualified teachers entering our classrooms for years to come. REPA 2 allows the licensing process to recognize and reward effective and highly effective teachers for the first time ever. It also makes sure the licensing process aligns with overall plans to provide increased professional growth opportunities to all teachers. All professionals want to be recognized for their success and want their employers to provide the support they need to improve. These steps make the teaching profession more attractive to those who are considering entering.

In addition, REPA 2 creates pipelines for non-traditional teaching candidates who have demonstrated content proficiency and necessary pedagogy skills to enter the profession. These candidates must have achieved a 3.0 grade point average (GPA) in the subject they wish to teach and passed a licensure exam before being licensed.

Ultimately, these steps help our current teachers improve, provide a more attractive atmosphere for potential teacher candidates and give local school leaders a larger pool of talent from which to choose. These are all good things for Hoosier educators and students.

Q: What is the difference between the changes made in REPA 1 and those proposed in REPA 2?

A: REPA 1 increased content knowledge requirements for teachers and principals and provided additional flexibilities for local school leaders. The changes in REPA 2 are influenced by these same key goals. REPA 2 also ensures the licensure and preparation process is aligned with the requirements in PL 90. REPA 2 also takes additional steps to expand the pipeline of teaching candidates available to local school leaders while ensuring the entrance requirements are more rigorous than ever before.

Q: How will the changes outlined in REPA 2 benefit Indiana students and their teachers?

A: Indiana students will benefit from having highly qualified and highly effective teachers in their classrooms. Study after study shows teachers make a tremendous difference in the academic success of students. With even more great teachers in our classrooms, we can make tremendous strides toward building the best trained workforce in the nation.

Likewise, teachers will benefit from a process that recognizes their accomplishments and helps them grow professionally.

Myth v. Fact

Myth #1: REPA 2 lowers the standards prospective educators must achieve before entering the classroom.

This statement couldn't be further from the truth. In fact, the new rules are more rigorous than ever before. REPA 2 eliminates waivers for teaching candidates who are unable to pass basic content area tests in the subjects they plan to teach. Additionally, the student teaching process is revamped to ensure prospective educators see excellence in action before leading a classroom. All candidates will spend a minimum of ten weeks student teaching full time with experienced teachers rated effective or highly effective.

Myth #2: REPA 2 diminishes the professionalism of teaching.

Wrong again. Nothing is more professional than actually rewarding teachers for driving excellence in the classroom. By linking educator performance to the type of licenses teachers hold, we're recognizing teachers' accomplishments in the classroom. And by implementing evaluation systems that focus on professional support and growth, we're helping all educators improve.

Myth #3: The IDOE has pushed for these licensing changes without seeking adequate input from the field.

This claim is also false. Our current REPA provide increased flexibility for local administrators and teachers while ensuring incoming educators demonstrate greater content area expertise than ever before. Feedback from the field regarding these changes has been increasingly positive, as educators have become aware of new flexibilities and opportunities they provide. For example, many teachers who have demonstrated their ability to drive student learning appreciate the ability to add content areas to their license by passing content-specific Praxis exams. Even more, they appreciate the thousands of dollars they're saving now that they are no longer required to obtain a master's degree to renew their licenses.

REPA 2 provides a chance to build upon these recent gains so that more of Indiana's students can benefit from a great teacher in the classroom.

Myth #4: REPA 2 discourages new candidates from entering the profession.

REPA 2 is actually designed to do just the opposite. As the baby boom generation begins to retire, our state and nation risk facing a teacher shortage that will negatively affect educational opportunities available to students. Thus, new pathways are needed to ensure qualified and talented individuals enter the profession. REPA 2 creates pathways for both college students and mid-career professionals to enter the classroom after demonstrating proficiency in the subject they want to teach. REPA 2 also makes sure the licensing process finally rewards outstanding work in the classroom by recognizing the efforts of highly effective and effective teachers.

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What They're Saying about Indiana's Teacher Licensing Changes

"Providing students with great teachers is the single best way schools can ensure their academic success. Yet overly restrictive teacher licensing regulations keep highly talented and knowledgeable people from entering the teaching profession every year. In the classroom, what matters most is the teacher's impact on student learning. Smart licensure requirements should be flexible in allowing accomplished individuals from a wide variety of backgrounds the opportunity to become teachers, but stringent in holding all teachers to high standards of instructional effectiveness prior to licensure and throughout their career. We applaud Indiana's proposed licensing rules as a step in the right direction but we hope they will continue to expand the opportunities for talented people to become teachers and ensure all students get a quality education."

Ariela Rozman, Chief Executive Officer, TNTP

"Through my research of global education, it is clear nothing matters more than the teacher deeply understanding their subject. We would never tolerate an Education major teaching music without being a musician. Why should our children take a course in Chemistry from an Education major who isn't a master of Chemistry? India, China, South Korea, Singapore, Finland and dozens of other countries have figured out this simple principle."

Bob Compton, Executive Producer, *Two Million Minutes* and Chairman, Exact Target

"Efforts by Indiana's legislature and Department of Education to hold teacher accountable for their actions will raise the performance of teachers and administrators, and ultimately, increase student learning. We should revisit the licensing requirements for principals and adjunct teachers."

Mark Bartlow, Biological and Biomedical Sciences, Bloomfield High School
http://www.journalgazette.net/article/20120619/EDIT09/306199911/1021/EDIT

"We support the effort by Tony Bennett, Indiana superintendent of public instruction, to revamp Indiana's licensing system in an effort that could do much to invigorate the culture of education in state…There are still requirements for teachers to know how to go about the methods of teaching. Not everyone can run a classroom. In fact, we believe it is a talent requiring training and experience. But maybe more people of accomplishment outside of the education system could strengthen what we have already built."

Marion *Chronicle-Tribune* editorial

Indiana Department of Education

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"The reforms proposed by the Department of Education offer important remedies for two major problems in teacher education. The first is that many teacher preparation programs focus too much on how to teach and not enough on the subject matter their graduates are planning to teach. The new requirement that future teachers have a major in a subject area provides a much needed remedy. The second issue is professional development. Historically, teachers have gotten salary increases by accumulating credits and degrees, which may or may not be germane to the students and subjects they teach. The new requirement that professional development focus on the skills and knowledge that will best serve school and student needs is an urgently needed policy change, which other states should emulate. The beneficiaries of both changes will be the children of Indiana."

Arthur Levine, President of the Woodrow Wilson National Fellowship Foundation and Former President and professor of education at Teachers College, Columbia University

"People make the difference. The Indiana Department of Education clearly understands this simple, yet powerful idea. The best resource for children to excel in school is the quality of their teachers, and by removing barriers for skilled professionals to become teachers, the Indiana Department of Education is ensuring they are the constant, not the variable."

Mike Feinberg, KIPP co-founder

"As a former teacher, principal, superintendent, educational foundation leader, and now University president with a deep commitment to preparing outstanding teachers, I can say unequivocally that the DOE's proposed rules make significant strides toward advancing teacher quality in Indiana classrooms. These changes should serve as a clarion call to the educational community: Innovative approaches to preparing teachers to advance student learning is a top priority and is necessary — now. These new policies are welcome changes to educators who have been burdened with excessive regulations and rote compliance for far too long. Now is the time to empower our educators so they may serve students more effectively."

Dan Elsener, President, Marian University

"In our view, Indiana's proposed regulations are bound to have a positive impact on the quality of teacher preparation in the state. We commend the state for streamlining its process for licensing teachers and raising standards for entering the profession. This is an important step toward ensuring that all children in Indiana – and especially children in poverty – have high quality, effective teachers."

Kate Walsh, President of the National Council on Teacher Quality

"Students don't care whether their teachers formally trained in a teaching program or if they were instead trained as scientists and later discovered a passion for teaching. Fortunately, with Indiana's new accountability measures in place, all teachers from all backgrounds will be held to the same high expectations. Those who are successful in helping their students learn and grow, regardless of their background, will be rewarded. And that's how it should be if we are to truly put the needs of students first."

Jo Blacketor, Indiana State Board of Education Board Member

"Few would argue in favor of maintaining the "status quo" of an educational system that turns out public school graduates increasingly ill-equipped to compete with their global peers. If widespread reform is to be accomplished, then rethinking existing models — including more flexible but certainly not "lower" requirements for licensure — is appropriate and welcome."

Bloomington *Herald-Times* editorial

"For administrators, Indiana has some of the most restrictive and outdated certification requirements in the country. Since he doesn't have the right credentials, President Obama's Secretary of Education (and former CEO of Chicago Public Schools) Arne Duncan is ineligible to be a superintendant in Indiana. Under the changes Dr. Bennett is proposing, Indiana will be able to compete for talented people like Secretary Duncan. Indiana should expand the pool of talented candidates it can draw from to reform our schools while strengthening our accountability systems to ensure their effectiveness."

David Harris, President & CEO, The Mind Trust, Indianapolis

"Teach For America selects teachers based upon a history of academic achievement and leadership because these traits have proven the most predictive of teacher effectiveness. However, we also recognize the need to effectively communicate knowledge through pedagogy. I believe the shift in Indiana's licensing requirements strikes the right balance between content knowledge and pedagogy. It will enable more of our highest performing college graduates to enter Indiana's most underserved classrooms"

Jason Kloth, Deputy Mayor of Education, City of Indianapolis and Former President, Teach for America - Indianapolis

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Performance Evaluations

Supporting Professional Educators

Objectives

1. Requirements and implementation of the Law
2. RISE
3. Progress toward the Goal

New evaluation requirements help paint a complete picture of classroom performance.

Annual

Objective Data

Multiple Measures

Four Categories

Feedback and PD

Requirements

- Decisions made by **Local Educational Agencies**
- Support from **State Educational Agency**

Annual

Evaluation Law

" Each school corporation shall develop a plan for annual performance evaluations for each certificated employee"

[illegible] develop [illegible] and [illegible] school [illegible] evaluations"

" Each school corporation shall develop a plan for annual performance evaluations for each certificated employee" IC 20-28-11.5-4

IDOE [illegible]

1. RISE [illegible]
2. [illegible]

Local Decisions

1. Adopt, modify, or develop own plan
2. Establish evaluation timeline

To implement the new evaluation law, the state board shall adopt rules that establish: IC 20-28-11.5-8

- Criteria of four performance categories
- Measures used to determine student learning
- Standards that define actions that constitute a negative impact
- Define standard for training evaluators

Four Categories

Evaluation Law

"An annual designation of each certified employee in one of the following rating categories"

"Criteria that define each of the four categories of teacher ratings" (I.C. 20-28-11.5-8)

Highly Effective

- "…exceeds expectations both in terms of student outcomes and instructional practice"
- "…demonstrated excellence….in **locally** selected competencies …highly correlated with positive student learning outcomes"
- "teacher's students…have exceeded expectations for academic growth and achievement"

"Criteria that define each of the four categories of teacher ratings" (I.C. 20-28-11.5-8)

Local Decisions

1. Choose competencies and standards and define expectations
2. Supplement definitions
3. Weigh measures
4. Professional judgment

Objective Data

Evaluation Law

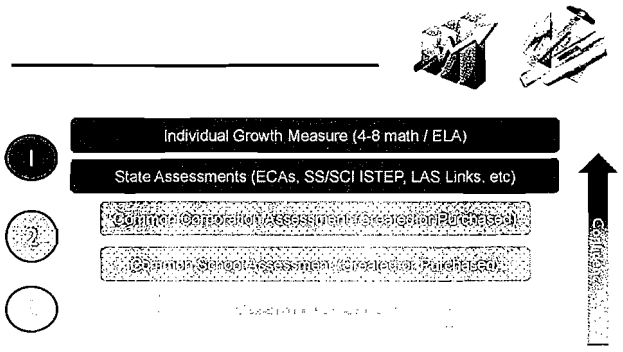
A plan must include:

"Objective measures of student achievement and growth to significantly inform the evaluation"

"Measures to be used to determine student academic achievement and growth" (I.C. 20-28-11.5-8)

1. "Measures provided by IDOE based on student achievement and/or growth based on statewide assessments"
2. "Measures based on other assessments developed or procured by a school corporation…"
3. "Measures closely aligned with content standards…to reflect ambitious learning goals"

"Measures to be used to determine student academic achievement and growth" (I.C. 20-28-11.5-8)



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"Measures to be used to determine student academic achievement and growth" (I.C. 20-28-11.5-8)

Local Decisions

1. Choose objective data to be used
   - Assessments
   - Other objective measures
2. Determine weight of assessments

IDOE Support

1. Individual Growth Model
2. Algebra

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Objective Data

Evaluation Law

A plan must include:

"A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective"

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"Standards that define actions that constitute negative impact on student achievement" (I.C. 20-28-11.5-8)

1. For classes with **statewide assessments** and **growth data**, the department will set and revise cut levels that determine negative impact.
2. For all other classes, negative impact shall be defined locally.

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"Standards that define actions that constitute negative impact on student achievement" (I.C. 20-28-11.5-8)

Local Decisions

1. Determine:
   a) how mastery will be demonstrated and measured
   b) Set "mastery"
   c) Define "significant"
2. Impact of rating

IDOE Support

1. Evaluation Guidance

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Multiple Measures

Evaluation Law

A plan must include:

"Rigorous measures of effectiveness, including observations and other performance indicators."

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"Rigorous measures of effectiveness, including observations and other performance indicators." IC 20-28-11.5-4

Local Agency

1. Evaluation rubrics
2. Expectations, standards, and rigor
3. Length of observation
4. Frequency and number of observations
5. Core Professionalism and other measures

IDOE Support

1. [illegible]

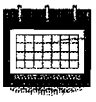
Feedback and PD

Evaluation Law

"An explanation of the evaluators recommendations for improvement, and time in which improvement is expected"

[illegible]

"An acceptable standard for training evaluators" (I.C. 20-28-11.5-8)



1. "…must incorporate mechanisms to assess evaluators **competence** in collecting and using evidence."
2. "…must incorporate mechanisms to assess evaluators **improvement** in collecting and using evidence."

"An acceptable standard for training evaluators" (I.C. 20-28-11.5-8)

Local Decisions

1. Develop or adopt a plan
2. Establish evaluation timeline
3. Select Evaluators
4. Method of training
5. Measure competence and improvement of evaluators

IDOE Support

1. Identify [illegible]
2. Guidance [illegible]
3. [illegible]

Public Accountability

Evaluation Law

"Each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department."

IDOE

"The [illegible]

Research and Collaboration

Research and Collaboration

- Indiana Teacher Evaluation Cabinet
  - Included teachers, administrators, union representatives and other stakeholders.
  - Worked with IDOE and national experts to develop the RISE Teacher and Principal Evaluation Rubrics

Research and Collaboration

- Educator Effectiveness and Leadership Office
  - Developed training and resource materials
- Policy Team
  - Researched best practices and other state evaluation models
- Indiana Education Reform Cabinet
  - Provided feedback and information on state reform initiatives

"Develop a model plan and release it to school corporations" (I.C. 20-28-11.5-8)

RISE
Evaluation and Development System

RISE & EVALUATION PILOT

Indiana Evaluation Pilot: Goals

1. Observe RISE in action and refine the system based on pilot district feedback.
2. Learn from the successes and challenges of doing evaluation work.
3. Create support for schools choosing to implement alternative evaluation systems that fit the guidelines of IC 20-28-11.5.

Indiana Evaluation Pilot: Schools

RISE Evaluation and Development System	Alternative Models
Fort Wayne Community Schools	Beech Grove City Schools
Greensburg Community Schools	MSD Warren Township
Bloomfield School District	Bremen Public Schools

RISE VIDEO

"Our teachers are stronger, more developed, more collaborative than they've ever been"

- Debbie Smith, Assistant Principal

Creating a Culture of Excellence in Indiana Schools

2012 **PILOT SCHOOLS SUMMER REPORT**

"RISE has the ability to change education in Indiana"

– Tom Hunter, Superintendent

- Promotes a common language for instructional excellence
- Empowers teachers to take an active role in their evaluation
- Focuses the conversation on competencies most related to student learning outcomes

"I would venture to say that there's been more conversations about student achievement that have occurred in the last 12 months, than have occurred previous to that"

– Dan Sichting, Superintendent

- 58% of administrators report significant shift in their responsibilities toward instructional leadership
- 80% felt an increased sense of accountability for teacher and student performance.

"Those teachers that are doing a great job, you can show them how they are doing a great job"

– Tom Hunter, Superintendent

- On average, teachers report receiving written feedback after an observation 70% of the time, compared to only 37% in the previous year.
- 69% report the feedback they received was always based on evidence or examples from observations.

"If 50% of my kids understood something, I go back and I say what else could I have done? How could I have presented this lesson differently?"

- Maureen Sylvester, Teacher

- A significant number of teachers feel more accountable for student achievement and growth.

"If I get effective teacher for one of the competencies, ….I like looking at the highly effective and starting to think about what I need to do to get into that category"

- Sarah Owens, Teacher

- About half of all teachers report using the new rubrics for planning daily lessons, reflecting on their instruction, and improving their practice.

Evidence of success

2011-2012 Successes

- 77.6% using RISE or modified version of RISE
- 80% implementing in 2012-2013 school year
- Piloted evaluation systems more than 3000 teachers and administrators
- Piloted and launched rigorous statewide evaluator training.
  - 9 ESC's, 24 hours of training, over 2000 teachers and administrators have been trained!

National recognition

- In 2011, the National Council on Teacher Quality published a national, state-by-state report that named Indiana #1 for states with the most progress in teacher quality policy since 2009
- Viewed promoted as a national model for promoting educator effectiveness.
  - University of Texas
  - Illinois Evaluation Committee
  - USDOE

Local and National recognition

- Local
  - A Year of Teacher Evaluations – Courier Times
  - Washington school board gets RISE update – Washington Times – Herald
  - Evaluation pilot lets teacher lead – Bloomington Herald Times
  - My view: Good Evaluation build respect for teachers – Indianapolis Star

Excellence in Performance Grant

- 70 Total Applications
- 28 School Districts Awarded
  - Type of School District
    - 26 Traditional Public School Districts
    - 2 Public Charter Schools
  - Type of Evaluation System Proposed
    - RISE – 18 Districts
    - Modified RISE – 4 Districts
    - TAP – 5 Districts
    - Locally designed – 1 District

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OVERVIEW OF IMPLEMENTATION: Educator Evaluations

Requirements
The new evaluation law (PL 90-2011) serves to recognize and support great teachers and principals. To support the implementation of this law, the State Board of Education (SBOE) was required to do the following:

1. Establish the following:
    a. the criteria that define the four categories of teacher ratings
    b. the measures used to determine student academic achievement and growth
    c. standards that define actions that constitute a negative impact on student achievement
    d. an acceptable standard for training evaluators

2. Work with the Indiana Department of Education (IDOE) to develop a model plan and release it to school corporations.

3. Work with IDOE to ensure the availability of ongoing training on the use of the performance evaluation and to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and the law.

Implementation
IDOE has taken the following steps to implement the requirements of the new evaluation law:

Passed rules in accordance with item 1 in the above section: The public hearing for the proposed rules was held on September 30, 2011. The SBOE approved the final rules on November 17, 2011.

Developed and released a model evaluation plan for both principals and teachers: The RISE evaluation model was developed over the course of two years by members of the Indiana Evaluation Cabinet, IDOE, and The New Teacher Project. Three school corporations piloted the RISE evaluation model during the 2011-2012 school year.

Released a revised version of the model plan to school corporations: Members of IDOE and The New Teacher Project incorporated the lessons learned from the pilot schools into a recently released revision of the RISE evaluation model, called RISE 2.0.

Developed a system to provide ongoing training on the use of the performance evaluation: IDOE and regional education service centers provide evaluator and RISE training to teachers, principals, and superintendents. **To date, we have offered more than 220 training sessions.** In July, IDOE added a supplemental online training module to help evaluators refine their ability to collect and analyze evidence from direct observations of teacher practice.

Established online forums for educators to find information on evaluation: The RISE website, Educator Effectiveness and Leadership homepage, and the Learning Connection contain helpful tutorials, guidance documents, videos, and PowerPoint presentations.

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Support

The IDOE has offered the following to support corporations in the evaluation system implementation:

1. *Support Structure*: IDOE restructured its staff in July 2011 to support the work of evaluations. A new department, Educator Effectiveness and Leadership (EEL), was created to support evaluation work in the field. This restructuring was done without additional state dollars.

2. *Alternative Pilot*: IDOE piloted new, locally developed evaluations in three school corporations in the 2011-12 school year. IDOE has created a series of WebEx presentations for the field that provide recorded interviews with evaluation project leaders on the topics of cabinet formation, design components, evaluators, capacity, training, assessment, observations, feedback, ratings and personnel decisions.

3. *Outreach*: Since September 9, 2011, **the EEL team has conducted 220 presentations and more than 30 webinars.** To further support the field, IDOE produced RISE teacher modules covering 14 components of the RISE design and implementation process. These videos are available on the RISE website.

4. *Training:* Official RISE training can be accessed at each Educational Service Center throughout the state.

5. *Guidance:* To date, IDOE has created guidance documents on 16 topics of high importance related to the evaluation component of the new law. Additionally, **IDOE published a mid-year report and final summer report on all six pilot school corporations with findings and recommendations for corporations statewide.**

6. *Assessment coverage in Core 40 courses not tested by ISTEP+:* Seventeen assessments and assessment blueprints have been developed to expand assessment coverage options for corporations in Core 40 courses without a common measure for student growth/achievement.

7. *Assessment coverage in elective courses not tested by ISTEP+:* IDOE collaborated with working groups of teachers to develop assessment matrices for non-tested areas. These matrices provide a list of all possible assessments available in these content areas.

8. *Other certificated staff resources:* IDOE provides resources and assessment guidelines for other certificated staff not covered by the RISE model on the Learning Connection community entitled "IDOE – Developing New Indiana Evaluations."

Progress

As work on the new evaluation law continues, IDOE has achieved the following benchmarks:

1. The Excellence in Performance grants were established by the 2011 Indiana General Assembly. Seventy school corporations applied for the first round of Excellence in Performance grants. Twenty-eight of the applicants were awarded performance grants.

2. In 2011, IDOE conducted a survey to collect information on the evaluation systems school corporations adopted or planned to adopt. **Nearly 80 percent of the respondents indicated they were planning to use RISE or a modified version of RISE.**

3. In 2011, the National Council on Teacher Quality published **a national, state-by-state report that named Indiana #1 for states with the most progress in Teacher Quality policy since 2009.**

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Indiana Department of Education
Support and Implementation Documentation

Requirements of the Law	Implementation of the Law	Progress towards the Goal
Requirements of the Law: • Evaluation PowerPoint • Indiana Code 20-28-11.5 • SBOE Evaluation Regulations • Evaluation Systems Information • Evaluation Myths vs. Facts • Licensing Cover Letter • Licensing Information • Licensing Myths vs. Facts **What is the timeframe for implementation and support?** • Implementation Timeline • Timeline for Support • IDOE Guidance Release Timeline **What should be included in my evaluation plan?** • Evaluation Resource Directory • Evaluation Plan Guidance • Modifying RISE Guidance • Objective Measures Guidance • Assessment Guidance • Assessment Matrices • Rigorous Measures Guidance • Measures of Student Learning Guidance • Negative Growth Guidance • Linking Professional Development Guidance • Evaluator Training Guidance	**Who collaborated on the research, design and implementation?** • Indiana Teacher Evaluation Cabinet • TNTP (Formerly The New Teacher Project) • Office of Educator Effectiveness and Leadership • Indiana Education Reform Cabinet[1] **What additional guidance has IDOE provided to school corporations?** • Growth Model Guidance • Student Teaching Guidance • Submitting Plans Guidance • Compliance Requests Guidance • Special Education Measures of Student Learning • Making Human Resources Decisions Guidance **What resources are available for RISE?** • RISE Indiana Website • RISE Handbook • RISE Teacher Effectiveness Rubric • RISE Principal Effectiveness Rubric • RISE Best Practices WebEx **How did the pilot schools help inform implementation practices?** • Indiana Evaluation Pilot Summer Report • Hear from the Alternative Pilots	**Local and National Recognition** • What They're Saying about Evaluations • What They're Saying about REPA **How are corporations awarding excellent teachers?** • Excellence in Performance Grant Awards **What evaluation plans are corporations using?** • 2011-2012 Evaluation System Survey **Additional Resources** • Teacher Video Modules • Intro to Classroom Observations: Supplemental Training • Learning Connection Community: IDOE – Developing New Evaluation Systems • Evaluation Systems and Local Decisions • General Teacher Evaluation Information WebEx • Assessment Data for Teacher Evaluation WebEx • Teacher Growth Data Scores Informational WebEx

[1] The Indiana Education Reform Cabinet members serve a two year term. The members at the link above were part of the collaboration process around PL 90. Recently, new members were appointed. Those members can be found here.

FAQ and Myth vs. Fact: The Truth about Indiana's Educator Evaluations

The Indiana Department of Education (IDOE) has been working diligently to implement Indiana's recently passed educator evaluation law (Public Law 90 or PL 90). Even before the legislation passed in 2011, Dr. Bennett and IDOE staff began talking with educators across the state about annual performance evaluations. Today, as a direct result of input from countless educators, Indiana stands ready to launch new, fair, rigorous and locally-determined evaluation systems in schools statewide.

Frequently Asked Questions

Q: Are schools required to use a certain evaluation system?

A: No. Local school districts are free to develop evaluation systems that will work best for their students and educators so long as they meet the requirements of the law. While nearly 80 percent of school districts statewide have reported intent to implement the state's model evaluation system (RISE) or a modified version of it, they are not required to do so.

Q: Did IDOE seek input from groups representing educators while working on evaluation guidelines?

A: IDOE gathered feedback from a wide network of groups representing educators during the guideline development process. In fact, two evaluation systems with local or national association supported were specifically included in the law.

The System for Teacher and Student Advancement (TAP) and The Peer Assistance and Review Teacher Evaluation System (PAR) are both included in the law, meet the requirements of PL 90, and have been endorsed by the Indiana State Teachers Association (ISTA) and the American Federation of Teachers (AFT), respectively.

Q: What is RISE?

A: RISE is the model evaluation and development system created by a group of Indiana educators. RISEt can be fully adopted by schools or altered to meet each school's individual needs. It provides Indiana teachers the meaningful feedback and support they need to grow professionally and ensures Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching.

Q: How does RISE work?

A: RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Through classroom observations and conferences, RISE provides a clear picture of what teachers do in their classrooms and schools. Taken together, RISE provides information on the most important aspects of teaching: planning, instruction, leadership, and student learning.

RISE identifies teachers' strengths and development needs, and it recognizes excellent teachers and encourages them to share their best practices. But more importantly, RISE encourages *all* teachers to

improve their instruction and grow as professionals. RISE sets high expectations for principals as well, encouraging them to collaborate with teachers around a shared vision of quality instruction.

Q: Has IDOE offered implementation support to districts?

A: Yes, IDOE has offered extensive support, beginning with the restructuring of IDOE staff in July 2011 and including the creation of IDOE's Office of Educator Effectiveness and Leadership (EEL) to support the work of evaluations in the field. From there, IDOE has offered the following assistance:

- IDOE piloted new, locally developed evaluations in three school corporations in addition to piloting RISE in three separate school corporations;
- IDOE created a series of WebEx presentations for the field that provide recorded interviews with evaluation project leaders and their commentary and recommendations on various topics;
- Since September of 2011, the ELL team has conducted 120 presentations and 30 webinars in collaboration with higher education, the Indiana Association of Public School Superintendents, the Indiana Association of School Principals, Superintendent Study Council, and Education Service Centers (ESCs);
- IDOE is producing RISE video modules to engage teachers;
- IDOE has trained 43 ESC trainers who will conduct 188 trainings statewide by the end of August 2012;
- IDOE has created guidance documents on 12 topics of high importance surrounding evaluations;
- IDOE is working with teachers to develop 17 assessments and blueprints for Core 40 courses without a common measure of student growth/achievement as well as assessment matrices for non-tested areas; and
- IDOE has developed several other resources (rubrics, assessment guidelines, etc.) for other certified staff.

Myth vs. Fact

Myth: IDOE will publish individual teacher evaluation results.

Fact: The law actually prevents IDOE from publishing individual teacher evaluation results and from even collecting individual teacher evaluation results from school corporations. School corporations are to submit the total number of teachers receiving ratings in each category, and the department will publish those totals. However, IDOE cannot and will not publish individual teacher evaluation results.

Myth: IDOE has not finalized a model evaluation system.

Fact: IDOE has published and fully piloted RISE, an evaluation system that meets the requirements set forth in Indiana law. School corporations may choose to adopt RISE in full or in part, but they are not required to do so. RISE will be revised over time, and the most current version is always available at http://www.riseindiana.org/.

Myth: All schools must use RISE.

Fact: While many schools plan to adopt use RISE, they are not required to do so. Others will use RISE as a starting point and alter it to fit their school community's individual needs. And some will adopt other models or build their own system for evaluation based on guidelines set forth in Indiana law.

Myth: IDOE did not seek input from educators regarding the model evaluation system.

Fact: RISE, Indiana's model evaluation and development system, was created by a diverse group of educators from around the state, more than half of whom have won awards for excellence in teaching. The nine-member Indiana Evaluation Cabinet (which includes current educators and union representation) and representatives from The New Teacher Project began work on this project in February 2009 and aimed to develop a fair, accurate and rigorous evaluation system that provides educators with meaningful and specific feedback. The cabinet's work was circulated widely to make sure its efforts represented the best thinking from Indiana educators. The cabinet continued to meet throughout the pilot year (for a total of 42 meetings since February 2009) to refine RISE based on feedback from principals and teachers who use it every day. RISE 2.0 was released in early August 2012 and will reflect final findings and feedback from pilot districts.

Myth: Local school corporations have no control over their evaluation systems.

Fact: Actually, IDOE's guiding principle from the beginning was to put up some guardrails and empower local school districts with the freedom and flexibility to develop the evaluations that work best for them. This principle has been adhered to throughout the process, and we are excited about the progress of local districts as they move to adopt locally-developed annual evaluations during the 2012-13 school year.

Myth: Principals won't have the time to evaluate teachers.

Fact: IDOE worked with six school corporations of various sizes to pilot evaluation systems during the 2011-2012 school year. A key finding during this study was that school corporations have capacity to implement performance evaluations if supported with planning and organization. IDOE has published guidance on how to support administrators as they prioritize their roles as instructional leaders. Additionally, pilot participants frequently pointed out that other administrative tasks, such as discipline, were mitigated when principals spent more time in the classroom observing teachers.

Myth: Evaluations are only intended for firing teachers.

Fact: The most important objective of performance evaluation systems is to support professional educators. Every teacher has areas of strength and areas that can improve, and evaluation systems should help recognize the former while supporting the latter. Evaluations should result in meaningful and actionable feedback to all educators, and teachers who need improvement should be given targeted professional development opportunities.

Myth: Schools are required to have teachers evaluate other teachers.

Fact: Schools have the flexibility to decide whether to include peer evaluators in the evaluation system. The law does not require teachers to evaluate other teachers. If a school corporation makes the decision to utilize peer evaluators, teachers serving in these positions must have a history of effectiveness and receive the proper training.

Myth: IDOE will decide which teachers get raises.

Fact: While IDOE has built a model evaluation and development system and set some parameters for school corporations, local leaders will make all decisions regarding pay increases.

Myth: Teacher pay raises will be based entirely on student test scores.

Fact: Student test scores are just one measure to be included in performance evaluations. Final performance evaluation results are determined by multiple measures, including student performance data and rigorous measures of teacher effectiveness, including observations. Teachers then receive a final summative rating in one of four categories (highly effective, effective, improvement necessary or ineffective). It is this final rating category that school corporations *may* choose to include in a performance pay system, a decision to be made through the collective bargaining process.

Myth: IDOE requires schools to place a pre-determined percentage of teachers in each of the four performance categories (Ineffective, Improvement Necessary, Effective, Highly Effective).

Fact: There are no pre-determined percentages or required distribution across the performance categories. Each school has the freedom and flexibility to assign teachers to the appropriate category based on the performance evaluation system. For example, an "A" school with most or all teachers rated as effective or highly effective is possible and realistic.

Myth: IDOE will use statewide assessment results to determine which teachers are effective and highly effective.

Fact: School corporations have full freedom, flexibility, and responsibility to design and implement performance evaluation systems. IDOE will provide student data from statewide assessments to school corporations to include in the performance evaluation system for teachers of tested subjects. School corporations must decide how much weight to give this measure, which other measures to include, and how to link students to teachers.

Myth: The quality of the teacher makes no difference when working with high-poverty student populations.

Fact: Research indicates that the quality of teachers and leaders in Indiana school buildings are the two most important factors in improving our public schools. In fact, the effectiveness of a student's teacher is the most significant school-based variable in creating a quality academic experience, followed by principal effectiveness. **Notably, a teacher's influence on student achievement is twenty times greater than any other variable, including class size and student poverty.** If Indiana's public schools are going to become the best in the nation and on par with our international peers, we needed to make a deliberate effort to ensure all schools strategically manage and grow their most important resource: people.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

What They're Saying about Educator Evaluations

"It opens up the opportunity for the administrator and teacher to have good conversations about what they did and didn't see in the classroom and give really meaningful feedback."

Tom Hunter, Greensburg Community Schools Superintendent
http://www.thecouriertimes.com/main.asp?SectionID=23&SubSectionID=45&ArticleID=276055&TM=35299.42

"Not only are the teachers seeing the positive effects of good instruction, they are using the language from the rubric. We are having conversations and sharing ideas about student reflections, communicating objectives and justifying solutions. The teachers in our school are not passive observers during professional development. They actively participate through discussion, practicing the new learning and developing lessons that they take back to their classrooms to apply."

Kristy Sisson, TAP Master Teacher
Marion Community Schools

Teachers Brenda Smith and Nikki Sparks were on hand to comment from the teachers' perspective, and they said the process has been good for both the administration and teachers, providing a lot of meaningful discussion. They said there will be a learning curve for everyone as the evaluation process is implemented.

Andrea McCann, *Washington Times-Herald*
http://washtimesherald.com/local/x1146352768/Washington-school-board-gets-RISE-update

Any teacher evaluation system will have its shortcomings and its detractors, just like the private sector. Still, there is no reason faculty should not be held to performance standards, so long as the process does not compromise an educator's ability to teach using creative methods in the classroom. The idea is simply to raise performance, not produce an assembly line education system that fails to recognize the uniqueness of every student.

***Muncie Star Press* Editorial Board**
***Muncie Star Press*. "Teacher recognized for excellence." April 20, 2012.**

"Rather than being designed to blame teachers, a reformed teacher evaluation system will be useful in identifying and celebrating talented educators as well as providing teachers with useful quantitative and qualitative data on how they can improve their practice. Instead of being demeaning, we believe this brand of education reform professionalizes the teaching institution."

Tina Ahlgren and James Larson
***Indianapolis Star* Op-Ed, "Teacher can make their case about reform to policymakers." December 8, 2010.**

Indiana Department of Education

SUPPORTING STUDENT SUCCESS

"This is a difficult change, but in the 21st century, success depends on the smart use of data to drive instruction. Businesses, manufacturers, designers, entrepreneurs and sales people use it — and teachers should not be the exception."

David Dean, Bloomfield Junior/Senior High School Principal
Stella Turner Royal, Bloomfield Junior/Senior High School Assistant Principal
http://www.riseindiana.org/sites/default/files/files/RISE%201.0/HeraldTimesOnline.pdf

"Our teachers have been very receptive to the changes TAP comes with. We believe data drives instruction, and we try to really focus on TAP's rubric and classroom instructional method," said Carrie Garber, master teacher at West Goshen. "I love being able to work with other teachers and help students by changing instruction."

Carrie Garber, West Goshen Elementary TAP Master Teacher
http://cell.uindy.edu/e-news/april2012/0180.php

"The RISE is a comprehensive evaluation model that assures teachers and administrators are fully aware of the expectations while systematically aligning effective instruction and student growth. No longer is the evaluation process ambiguous and lacking substance. The RISE gives a clear objective and specifically gives evidence where teachers excel and where improvement is necessary."

Jeremy Riffle, Triton Elementary School Principal
http://am1050.com/2012/area-school-administrators-to-receive-training-on-rise-to-evaluate-teachers/

"I believe Indiana's new evaluation system allows us to restore teaching as an elite and noble profession. It creates a system where teachers are able to show how valuable we are to the community. It provides opportunities for teachers to be recognized and respected for the dedication, intelligence and the incredible skill and indomitable will needed to effectively teach every day."

Eileen McGinley, Raymond Park Intermediate Academy Teacher
http://blogs.indystar.com/letters/2012/04/11/my-view-good-evaluations-build-respect-for-teachers/

Indiana Educator Evaluation Cabinet

The Indiana Department of Education (IDOE) invited teachers, administrators, and other education stakeholders from around the state to serve on the Educator Evaluation Cabinet. Cabinet members were selected based on a track record of success in the classroom as evidenced by local, state, and national awards. It was also a goal to assemble a group of professionals representing demographic, geographic, and professional diversity.

In February 2011, the Educator Evaluation Cabinet began developing a model performance evaluation system to meet the requirements of SEA 01 (now IC 20-28-11.5). The group worked with IDOE policy advisors, local school corporations, and national experts to create a system that supports and develops professional educators. The RISE Evaluation System was the result. RISE is designed to bring principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching.

Members

- **Patrick Jones:** Educator at Tindley and Teach Plus Policy Fellow
- **J. Matthew Walsh:** Brownsburg Community School Corporation Director of Curriculum and Professional Development, 2003 Milken National Educator
- **Keith Gambill:** President, Evansville Teachers Association
- **Steve Baker:** Indiana Association of School Principals President, Principal in Bluffton-Harrison MSD
- **Anna Shults:** IDOE Literacy Specialist, 2007 Indiana Teacher of the Year
- **Lorinda Kline:** 2009 Indiana Teacher of the Year Runner Up, District Mathematics Coach, Warsaw Community Schools
- **Alicia D. Harris:** 2001 Milken Educator, Assistant Principal in MSD Washington Township
- **Tom Keeley:** Director of Business and Personnel, Beech Grove City Schools
- **Will Krebs:** IDOE Senior Advisor for Policy and School Leadership

WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

August 14, 2012

Dear Colleagues:

Welcome back. We are at the beginning of a new year – a time when we set new goals and recommit to ensuring all students are educated to high standards.

Everything we do in Fort Wayne Community Schools is designed to prepare our students to become productive, responsible citizens. That starts with quality instruction every single day from excellent teachers and staff members. The FWCS System of Support™ is just that – a system to help each staff member reach his or her potential. We will find no better educators than the staff we have at FWCS, but we all need professional development and should strive for continuous improvement.

We are a district that prides itself in establishing a collaborative environment where staff members can learn and share with the best – each other. Don't let this process take away from being the best you can be or from supporting your peers so they can reach their potential. We all benefit when we work together to focus on our students.

Attached is a commitment letter that I am asking you to sign. I expect everyone who works for us to believe in what we do and know that each of our students can achieve greatness. You will also be setting goals for the year based on your school improvement plans and your professional learning needs. These are your goals to focus on throughout the year, and we will offer whatever support we can to help you reach those goals.

To assist in setting goals, teachers and administrators will receive individual and building profiles with student data as well as other performance measures. For those receiving the document, carefully examine it to see where you need to focus. This document should help you quickly ascertain where you are succeeding and where you have room to grow. As with any data we examine, we consider this document a tool to assist in real improvement, not an opportunity to find a way to make it simply look good on paper.

It is a challenge to work in education these days, but we are making a real difference in students' lives. We are seeing success in ways others thought was impossible, and we are doing it because of your hard work. That is why we do not want to see students leave our district for schools that do not have the same expertise and opportunities as FWCS. Families leave for a variety of reasons, but let us make sure that the reason is not because we didn't care or because they didn't know what we had to offer. If you know a family who has left or is considering leaving, talk to them. It is not only the principal's job to find students who have left and invite them back. You need to be a part of the process as well. Show families how much you care about their children and make sure they know there is no better school for their child than yours.

Thank you for your dedication to our students, and have a great school year.

Sincerely,

Wendy Robinson

Wendy Y. Robinson, Ed.D.

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EXHIBIT C

Office of the Superintendent
1200 South Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.2025 • Fax: 260.467.1975

WE ARE YOUR SCHOOLS

2012 ISTEP Results

English/Language Arts

FWCS	Spring 2010	Spring 2011	Spring 2012	Change		INDIANA	Spring 2010	Spring 2011	Spring 2012	Change	FWCS vs. State change difference
3	75	79	85	+6		3	81	83	84	+1	+5
4	72	78	82	+4		4	79	82	80	-2	+6
5	68	74	78	+4		5	73	75	76	+1	+3
6	64	68	72	+4		6	74	76	76	0	+4
7	62	69	70	+1		7	74	77	73	-4	+5
8	60	59	69	+10		8	72	72	71	-1	+11

Mathematics

FWCS	Spring 2010	Spring 2011	Spring 2012	Change		INDIANA	Spring 2010	Spring 2011	Spring 2012	Change	FWCS vs. State change difference
3	68	71	73	+2		3	77	78	78	0	+2
4	67	70	72	+2		4	77	79	77	-2	+4
5	76	81	83	+2		5	82	86	84	-2	+4
6	68	72	75	+3		6	79	80	81	+1	+2
7	64	68	71	+3		7	75	75	77	+2	+1
8	66	71	76	+5		8	75	77	78	+1	+4

FWCS Graduation Rate vs. Indiana Graduation Rate

Year	FWCS	State	Difference
2008	78.9%	78.0%	+0.9%
2009	83.2%	81.5%	+1.7%
2010	85.5%	84.1%	+1.4%
2011	88.1%	85.7%	+2.4%

Bloomfield School District

2011-2012 Rise Evaluation Participant

School	2010-2011 School Grade
Bloomfield Elementary	A
Bloomfield Jr.-Sr. High	D

2010-2011 to 2011-2012 ISTEP+

Comparison

School and Grade	Previous Year Pass Percentage	2011-2012 Pass Percentage	Increase or Decrease
Elementary-Grade 3 E/LA	N/A	85.7%	N/A
Elementary-Grade 3 Math	N/A	76.5%	N/A
Elementary Grade 4 E/LA	90.0%	89.2%	-0.8
Elementary Grade 4 Math	88.0%	90.4%	+2.40
Elementary Grade 5 E/LA	86.0%	89.6%	+3.6
Elementary Grade 5 Math	88.0%	89.6%	+1.6
Elementary Grade 6 E/LA	89.0%	81.1%	--7.9
Elementary Grade 6 Math	89.0%	90.6%	+1.6
Jr.-Sr. High Grade 7 E/LA	61.0%	72.%	+11.0
Jr.-Sr. High Grade 7 Math	77.0%	90.6%	+12,80
Jr.-Sr. High Grade 8 E/LA	64.0%	77.8%	+13.80
Jr.-Sr. Grade 8 Math	72.0%	91.7%	+19.7
Corporation-E/LA	74.2%	82.7%	+8.50
Corporation-Math	79.5%	84.8%	+5.30

ISTEP+ Pass Percentages doesn't allow effective analysis. The growth model data release will allow more effective analysis.

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2011-2012 Bloomfield School District

End of Course Assessment Data

Assessment	2010-2011 Results	2011-2012 Results	Change
English 10	70.9%	77.2%	+6.30
Algebra I	60.6%	79.5%	+18.90
Biology	41.2%	36.5%	-4.70

2011-2012 Rise Teacher Evaluations Results

Domain 1: Purposeful Planning

Indicator	Competency	Highly Effective	Effective	Needs Improvement	Ineffective
1.1	Utilize Assessment Data to Plan	18	24	9	0
1.2	Sets Ambitious and Measurable Achievement Goals	17	29	5	0
1.3	Develop Standards Based Unit Plans and Assessments	13	27	10	1
1.4	Create Objective Driven Lesson Plans and Assessments	15	25	10	1
1.5	Track Student Data and Analyze Progress	14	30	6	1

Domain 2: Effective Instruction

Indicator	Competency	Highly Effective	Effective	Needs Improvement	Ineffective
2.1	Develop student understanding and mastery of lesson objectives	12	37	2	0
2.2	Demonstrate and clearly communicate content knowledge to students	16	32	3	0
2.3	Engage students in academic content	15	25	10	1
2.4	Check for Understanding	7	33	10	1
2.5	Modify Instruction as Needed	12	29	10	0
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	14	29	8	0
2.7	Maximize Instructional Time	12	25	13	1
2.8	Create Classroom Culture of Respect and Collaboration	18	29	4	0
2.9	Set High Expectations for Academic Success	14	29	7	1

Domain 3: Teacher Leadership

Indicator	Competency	Highly Effective	Effective	Needs Improvement	Ineffective
3.1	Contribute to School Culture	21	22	8	0
3.2	Collaborate with Peers	19	24	8	0
3.3	Seek Professional Skills and Knowledge	18	26	7	0
3.4	Advocate for Student Success	23	26	1	1
3.5	Engage Families	13	25	12	1

Core Professionalism

Indicator	Proficiency	Met	Did Not Meet
1	Attendance	50	1
2	On-Time Arrival	50	1
3	Policies and Procedures	49	2
4	Respect	50	1

Student Learning Objectives

Primary Student Learning Objective

Highly Effective-28

Effective-11

Needs Improvement-10

Ineffective-4

Based on 53 teachers (Additional two Special Education Teachers)

Secondary Student Learning Objectives

Highly Effective-23

Effective-16

Needs Improvement-7

Ineffective-7

End of Year Survey Data

Survey Participants	Sample Size	Response Rate
Teacher Survey	46	82%
Evaluator Survey	11 (3)	100%

Fidelity of Evaluations

Survey Participants	Response Complete Evaluation	Response Summative Evaluation	Total Number of Observations
Teachers	77%	81%	8*

*Increase of 4 from 2010-2011

Survey Question	Agree	Not Agree
Feedback was always based on examples of what my evaluator observed in my classroom	56%	46%
Evaluator provided feedback on my professional strenghths aligned with the observation rubric	68%	33%
My evaluator pointed me towards professional development opportunities based on my areas for improvement	28%	73%
My evaluator provided specific suggestions for what I could immediately change in my daily instruction based on my areas of improvement	39%	61%
My evaluator and I discussed a professional development plan for next year	41%	59%

Teacher Mean SLO Process Ratings

Scale (1-Not Challenging to 7-Very Challenging)

Skill	Rating
Knowing which skills to target or assessment to use for my secondary learning objective	5.2
Setting a content mastery score for my end of course assessment	5.2
Translating my students levels of preparedness into a primary learning objective	5.1
Designing my own end of course assessment that was rigorous and aligned to standards	4.9
Obtaining prior year data to group my students into levels of preparedness	4.7
Using prior year data obtained to group my students into levels of preparedness	4.5

Lessons provided from pilot:

1. One of the changes in Rise 2.0 was for Growth Model teachers to be able to select the assessment to use with the primary Student Learning Objective. Growth model teachers were required to use ISTEP+ test as an assessment for the primary Student Learning Objective at the onset of the pilot.
2. The setting of the Student Learning Objectives requires a lot of time. The building administrator and teacher are required to work collaboratively in the process. Additionally, the review of the assessment for teachers in non-tested areas requires a lot of collaboration and time between the building administrator and teacher.
3. Teachers lack knowledge and preparation in terms of summative and formative assessments.
4. Teachers lack knowledge and preparation in terms of balancing of assessments.
5. The pilot may require districts to expend more resources for data storage for student assessments and data associated with Student Learning Objectives.

6. The evaluation system will identify areas of weakness for classroom teachers. SEA 1 requires building administrators to provide professional development activities for teachers without the benefit of Professional Development funds.
7. Building administrators must be instructional leaders.
8. Growth model data must be available at an earlier date.
9. Compensation tied to evaluation results will result in some issues for school corporations:
    a. Creation of an appeals process within the district for evaluation results
    b. Creation of achievement loss resulting from teacher absence covered by Family and Medical Leave Act or federal law
10. Evaluation results from corporations might require districts to expend money on professional development for building administrators if evaluation results lack validity.
11. Administrators must conduct professional development activities related to Primary and Secondary Learning Objectives. Teachers will need training and assistance on some aspects involved with Student Learning Objectives.

Beech Grove City Schools

5334 Hornet Avenue
Beech Grove, IN 46107-2306
Phone (317) 788-4481
Fax (317) 782-4065
www.bgcs.k12.in.us

Thomas A. Keeley, PhD
Assistant Superintendent for Beech Grove City Schools,
16 years in education, 8 years as a Science Teacher, 4 years as a building administrator and building Principal and 4 years as a district administrator.

The last 2 years I have served on the IN DOE's Evaluation Committee responsible for creating the Rise Rubric and the Rise Administrator Evaluation tool.

I am a certified evaluator for TAP and Beech Grove City Schools was the only **TAP district** that participated in the state's "evaluation pilot" coordinated by The New Teacher Project last school year (2011-2012).

I fully support the new expectations given to public schools in Indiana and am here to report that accountability and true "**Data Driven Decision Making**" is a welcome step in the right direction for all public schools. Our corporation has been a leader in this arena and has welcomed accountability. We applied for TIF funded program where all of our teachers could learn an accountability system.

This system is TAP:
--Multiple, trained, certified evaluators. (teacher leaders in addition to administrators)

--Research-based teaching standards (i.e. the TAP rubric) that have been correlated to student growth in multiple studies.

--Professional development linked to our evaluation process to support teachers.
(i.e. Cluster group weekly meetings)

--Structures to monitor and address inter-rater reliability and potential score inflation/deflation to ensure fair and accurate evaluations
(i.e. TAP Leadership Team weekly meetings)

--Performance pay tied to multiple measures of performance to recognize and reward excellence in teaching.

I believe the Rise Rubric is an excellent start but there needs to be clear guidance and support for district and building leadership to be able to complete the numerous tasks necessary for effective evaluation. Effective evaluation is not simply a tool to measure effective classroom performance. There needs to be a system in place in every school district that will allow multiple observations, professional feedback, time scheduled for guided and modeled improvement and mentoring as well as professional development that ensures evaluators are highly trained when asked to complete these tasks.

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"Building a Culture of Excellence"

Testimony: Legislative Study Committee

August 14, 2014

Dr. Sandi Cole, Director

Center on Education and Lifelong Learning, Indiana University

Over a year ago, I reached out to Dr. Hardy Murphy, Superintendent of Evanston-Skokie District 65 to help us create a system to support school districts in Indiana as they began the process of creating their teacher evaluation plans. Dr. Murphy's district has been implementing a teacher appraisal system tied to student performance for the past three years. We formed INTASS, the Indiana Teacher Appraisal and Support System and for the past year, have facilitated a planning process to help districts create quality plans that align with the Indiana legislation. I would like to share with you some insights that my colleagues and I have gained from this year of work.

In February 2012, a survey was sent to Indiana superintendents to gauge their attitudes and beliefs about the legislation. This survey is discussed at greater length in a policy brief from the Center on Evaluation and Education Policy (CEEP) that I co-authored and that will be released in late August. The survey found that superintendents (1) agree that the evaluation process in Indiana needs to change, (2) believe that student achievement and growth can be measured, (3) agree that evaluations should be linked to student learning, (4) were less sure that teacher evaluations should be linked to compensation, (5) believe that evaluations should inform professional development, and (6) were concerned about the implementation of the new system/models and needed professional development. The survey of superintendent's attitudes and beliefs regarding Indiana's move to change how teachers are evaluated and compensated is, for the most part, positive

The state of Indiana and those who educate Indiana's children have an opportunity and an obligation to "get it right." It is my opinion that the state has become a leader in teacher evaluation legislation and policy. Future years will decide if they are a leader in the *implementation* of a new teacher evaluation system that improves student learning and teacher effectiveness. Here is what I believe the state has done well:

1. Although some may argue for legislation and guidance that is more prescriptive, the legislation and guidance from the Indiana Department of Education have clearly allowed for flexibility. Indiana did not mandate a particular model; rather they provided a road map that allowed districts the flexibility to adapt the guidelines to develop their own locally unique plans.
2. The legislation ensures that student growth is a part of every educator's performance appraisal.
3. The legislation requires every teacher to be evaluated annually. Additionally, the legislation requires the same for principals and Superintendents.
4. The state has developed a quality rubric (the RISE rubric) for evaluators to use as part of teacher observations and a framework for assessing student growth. It has also not mandated that RISE be used and allowed adaptations to be made, which has provided districts some choice and ownership.

It is imperative that the state continues to move this legislation forward toward quality implementation. We cannot go back to the old ways of assessing teacher effectiveness. With this in mind I offer these suggestions for further refinement of policy to guide implementation and some suggestions for districts as they refine their plans.

1. Simply being compliant will not ensure that the system of evaluation will have created a shared understanding and acceptance among school personnel, a culture of shared responsibility, or a system of internal accountability. Rather, it will only be a system for external accountability. Therefore, it is recommended that school districts be encouraged to employ a process that ensures that teachers and administrators are engaged in collaborative decisions regarding the development and implementation of their evaluation plan. INTASS recommends that a district develop a shared philosophy of teacher appraisals, a strategic communication plan to ensure transparency, a data system that will provide feedback on professional development needs and a standing committee to review anomalies and

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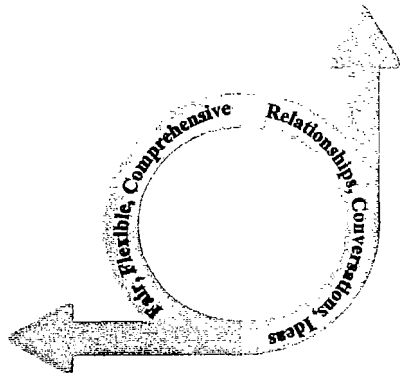
inconsistencies in the system. These should become standards that the state encourages district to adopt to ensure high quality implementation.

2. It is critical that results from all aspects of the teacher evaluation system be used to inform the district and school leadership on professional development needs that are individual teacher-focused. Results should be used to target professional learning, gauge teacher growth, and identify potential master teachers who could serve as mentors to new teachers. Districts should no longer engage in "random acts of improvement"; rather, resources and professional development plans should all be linked to teacher evaluation data. To that end, the state must ensure that resources are available to districts to provide the kinds of quality professional development necessary to ensure that teacher evaluation plans continue to support teacher growth. Current dollars for professional development in many districts is virtually non-existent and if one of the purposes of evaluations is to provide quality feedback for improvement, then teachers must be supported to learn new skills and apply new learning.

3. Regardless of the model a district adopts, it has become clear that developing fair and valid assessments to determine student growth has been the largest challenge for districts. The state of Indiana and local school districts should understand that developing assessment literacy among Indiana's educators is a developmental process, one that may take several years of work. The Indiana Department of Education should support local districts with the development of quality assessments for use across grade levels and content areas, as well as provide statewide professional development to help educators become more assessment literate.

4. Because the results of teacher evaluations will be used to make personnel and compensation decisions, the fidelity of implementation across the state is critical. As mentioned earlier, the state of Indiana has given a great deal of flexibility to local districts as they create and develop their teacher evaluation plans. On the one hand, this flexibility and local control allows districts to align their plans with local needs and cultures. On the other hand, allowing districts to determine their own unique plans may result in plans that will vary in quality and will be implemented with varied degrees of integrity. A hopeful outcome is that districts will not only be compliant, but will have quality plans in place, implement those plans with fidelity, and monitor the data to continually improve their evaluation systems. In the end, the ultimate goal of teacher evaluation is to improve teaching and learning. This will require a state review process that discerns key components of high quality plans, identifies districts that are implementing with fidelity, and provides support for districts who need further development of their plans to bring them to standard. A review process should **not** result in sanctions; rather, a review process, combined with clear standards and on-going support will help to move districts beyond compliance to an understanding of high quality evaluation systems. It is recommended that a rubric be created that includes the elements and components outlined in my handout. This rubric could be used to determine model implementation sites, to review district plans, to inform future policy and to determine what practices are effective and should be scaled up. Additionally, school districts should have a clear process in place to evaluate their local teacher appraisal system.

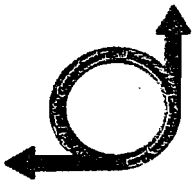
Quality implementation is critical. Sustained support and resources from the state is imperative. Flexibility to modify and adjust, both state policy and district plans must be ensured. The Indiana legislation, SEA 01 is a good start in the right direction for improving teacher effectiveness and student learning. We should not go backward, but rather, we must view the implementation and application of the legislation as a work in progress; as an opportunity to continue to refine policy and practice to ensure that the spirit of the law and its intended purpose be preserved.



IN-TASS: Indiana Teacher Appraisal and Support System

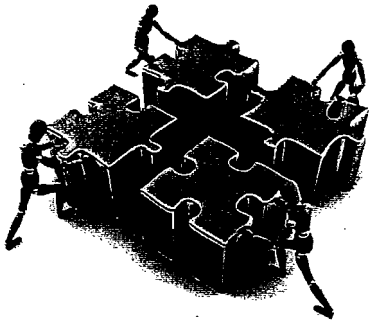
CENTER ON EDUCATION AND LIFELONG LEARNING
INDIANA UNIVERSITY
Indiana Institute on Disability and Community

What is IN-TASS?



The Indiana Teacher Appraisal and Support System (IN-TASS) was created using a framework from the Evanston, Illinois, District 65 teacher appraisal system.

A flexible and collaborative process

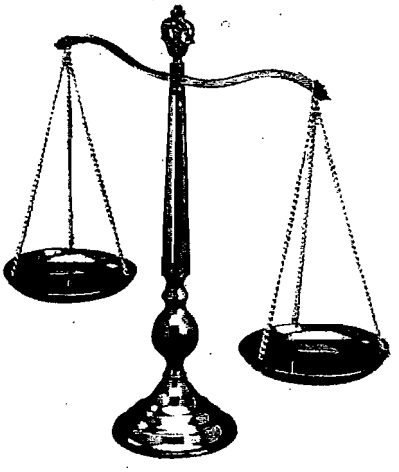


IN-TASS employs a flexible and collaborative process to advise districts as they work with stakeholders to design a teacher appraisal system that meets and exceeds the requirements of Indiana legislation. IN-TASS identifies key decision points in the creation of a system that not only assesses, but supports, effective teaching. IN-TASS does not recommend a single "model" but provides guiding questions, makes recommendations regarding best practices, and facilitates reflective conversation as districts design systems that best meet their needs.

Support for school district leadership

The **IN-TASS** process helps districts create:

- A system that ensures fair and accurate judgments about the teaching and learning process.
- A system that enables valid judgments/assessment of student growth.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
- A system that creates confidence and support for all stakeholders.
- A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
- A system that incorporates collegial decision-making.



The process is designed to engage school district leadership teams in a reflective conversation regarding the key components of quality evaluation plans.

What is the process?

The IN-TASS process leads district teams through facilitated discussions and training on major decision points for plan development. The table below illustrates the elements of this process.

Elements of a Quality Evaluation Plan	
Plan Component	Key Elements
Understanding of Intent and Philosophy of Teacher Appraisals	• Purpose of Teacher Evaluations • Ensuring Stakeholder Investment • Strategic Communication Plan 1. Core Belief Statements for Teacher Evaluation 2. Process for Gathering Feedback 3. Process for Disseminating Information in Development and Implementation Stages
Components of Evaluation System	• Legislative Requirements • Scope of System (For whom does the system apply?) • Weight of Measures 1. Percentage for Student Learning Data 2. Percentage for Instructional Process Data • Selecting Instructional Process Measure 1. Observation Process 2. Standards for Evidence • Selecting Student Learning Measures 1. Fundamental Principals of Quality Assessments 2. Process for Selecting and Creating Measures 3. Considerations for Varied Structures and Circumstances • Converting Measures to Teacher Ratings • Scoring/Summative Conference • Definitions and Forms
Data Integrity and Transparency	• Process for Collecting, Analyzing and Storing Data • Linking Data to Teachers • Data Validation • Use of Data
Professional Development	• Training for Evaluators and Teachers • Plan to Support New and/or Struggling Teachers • Linking Evaluation Data to District Professional Development
Evaluating the System	• Plan for Gathering Feedback • Data Analysis of District/School Evaluation Data • Process to Resolve Discrepancies/Anomalies

What do participants say?

"IN-TASS has provided sound fundamental guidance and suggestions in a time of uncertainty. Participation in the training sessions has helped us sort through the vast variety of options open to schools and select those with the most merit for inclusion into a new plan."

Teachers' Association President

"IN-TASS has allowed us to define our core beliefs for student and teacher expectations. The collaboration we have had has brought forth a new perspective on teacher evaluation. It has allowed us to have very open and honest discussions regarding our thoughts on the qualities that a teacher needs to be exemplary. I am confident that, at the completion of this process, we will have an evaluation model that is very effective because of the collaboration that went into the development of our local plan."

High School Principal

"The most valuable thing I took away from IN-TASS training is the discussion on "trends" and the three "E's" (Equity, Effectiveness and Efficiency)."

Teacher

"The IN-TASS training has been instrumental in helping guide our group in the development of the components of our teacher appraisal plan."

School Superintendent

"The resolution of initial concerns in the development phase and what has been learned over a 3-year period in the implementation of our appraisal system offer insights into the belief systems of teachers and administrators and how a profession whose judgments of practitioner effectiveness historically anchored in the security of instructional inputs and teacher processes may successfully venture into the challenging world of students' learning outcomes and their measurements."

Dr. Hardy Murphy, Superintendent, Evanston-Skokie School District 65, IN-TASS Consultant

To learn more about IN-TASS, contact:
Sandi Cole Ed.D., Director
Center on Education and Lifelong Learning
(812) 855-6508 or cmcole@indiana.edu

SELECT COMMISSION ON EDUCATION

RULES FOR EDUCATOR PREPARATION AND ACCOUNTABILITY (REPA 2)

DEPROFESSIONALIZATION OF TEACHING

In the Merriam-Webster Dictionary, the term "profession" is defined as "a calling requiring specialized knowledge and often long and intensive academic preparation." As we view teaching as a profession and strive to increase the respect for the teaching profession, the proposals that are a part of REPA 2 work in direct opposition to this effort. Specifically, in REPA 2 there are several proposals for teaching *permits* and for license renewal that conflict with the definition of "requiring specialized knowledge ... and long and intensive academic preparation." If I may offer just a few examples:

1) REPA 2 proposes the creation of a new *adjunct permit*, for which an individual only needs to have an undergraduate degree with a specific minimum grade point average and to have passed the content licensure exam. Those seeking an *adjunct permit* would not have to demonstrate any knowledge of child development, classroom management or instructional strategies. These candidates would not be required to pass the new pedagogy test under development, which ironically is only required in REPA 2 by graduates of accredited teacher education programs.

2) REPA 2 proposes that individuals seeking *emergency permits* no longer would be required to complete an approved teacher education program AND these permits could be renewed an indefinite number of times.

3) With respect to teacher license renewal, the criteria outlined in REPA 2 do not reflect the requirements of a "profession" -- including specialized knowledge and intensive academic preparation. The proposed criteria eliminate the value and use of individual teacher's professional growth plans, which they develop in collaboration with their principals to strengthen their understanding of children, content and teaching.

4) As a last example, REPA 2 proposes that any teacher could add any content area to his/her license simply by passing the respective content test. The ramifications of this proposal are that license additions in the fine arts, music, special education, elementary could be awarded with no additional academic preparation. So, elementary license additions could be awarded to teachers with no training in the teaching of reading, in this age of 90-minute recommended reading instruction and IREAD.

In summary, as we assert that teaching is a most *noble profession*, and as we make every effort to recruit the very best students into teacher education programs, these proposed rules from the Indiana Department of Education thwart, if not contradict, the efforts being made at higher education institutions and being made by state legislators to strengthen the teachers of students in Indiana. The proposed rules, noted in REPA 2, truly de-professionalize teaching at a time when we aspire to have the very best individuals – the best teaching professionals -- working with our children in the state.

Thank you –

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Dr. Jill D. Shedd
Executive Secretary
Indiana Association of Colleges for Teacher Education (IACTE)

RULES FOR EDUCATOR PREPARATION AND ACCOUNTABILITY 2 (REPA 2)

IMPACT ON TEACHERS AND CHILDREN IN INDIANA

TIMING OF PROPOSED REPA 2 CHANGES

- In January 2010, the Indiana Department of Education approved significant changes (REPA 1) both to teacher and administrator licensing and to teacher preparation requirements in the state of Indiana; many of which have yet to be implemented.
    - Teacher preparation curricula were changed, to be initiated in fall 2011; there have been **no graduates of these changed programs to date**
    - New testing requirements for new licenses were made and have yet to be implemented; **target dates are January and September, 2013**
- **This new set of proposed rules adds to the instability in the state with respect to teachers and public schools.**

DEPROFESSIONALIZATION OF TEACHING

- The creation of permits, license content additions by test only, license renewal only based on evaluations
- **all these proposals lower the standards for teachers at a time when the demands for student reading readiness, student learning growth, and student college and career readiness are at an all-time high.**

CREATION OF AN "ADJUNCT PERMIT"

- Sufficient flexibility for alternative licensure seems to exist
- The criteria for the proposed permit are limited to content only with **no criteria associated with child development, classroom management, instructional strategies**

INDEFINITE RENEWAL OF EMERGENCY PERMIT

- **Allows for indefinite employment of a less qualified teacher**
- Eliminates criterion that emergency permit candidates complete an approved teacher preparation program

LICENSE RENEWAL CRITERIA

- **Eliminates the value and use of individual teacher's professional growth plans**. Ongoing professional development is key to a teacher's success in ever-changing classrooms, in terms of teaching strategies, use of technology, understanding of children's learning
- **Centers an individual teacher's professional continuation on the evaluation of one individual, the principal.** It is one thing to impact employment in an individual building, but to impact one's career on the evaluation by one individual seems extreme. The culture and emphases in schools throughout Indiana may vary significantly, such that an individual teacher may not be a perfect in one setting, but is perfect for another.

CONTENT AREA ADDITIONS TO EXISTING LICENSES

- Current proposal allows for **license additions across school levels with no additional preparation or instruction. The proposal would allow a high school physics teacher to be licensed to teach first grade**.
- The proposal allows for license additions in elementary, fine arts and special education with no additional preparation.

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- Elementary
  - No required training in child development for ages 5-12.
  - No required training in the teaching of reading in the age of 90-minutes of recommended reading instruction at the elementary level and IREAD.
  - No guaranteed content preparation in *all* the subjects addressed at the elementary level.
- Special Education
  - No required training in the array of teaching strategies for students with exceptional needs.
  - No required training or experience in writing and administering Individual Educational Plans (IEP).
  - No required training in the array of federal guidelines in working with students with exceptional needs.
- Fine Arts
  - No required demonstration of skills or expertise with art media or musical instruments

SPECIAL EDUCATION –- CHANGE TO A P-12 ONLY LICENSE

- **Eliminates the specific age level specific skills, strategies, expertise currently in teacher education programs.**
- **Eliminates the opportunity/requirement for special education teachers to have content expertise in an environment of heightened reading emphasis and heightened individual student growth expectations on standardized tests**
- Change would require that **all** special education programs in the state would have to be overhauled to provide instruction and important experiences in the schools for P-12 students, in a time of a shortage of quality special education candidates.

PRINCIPAL LICENSURE

- **Proposal includes *less* preparation requirements in a time of increased principal responsibilities** with new teacher evaluations, student growth and school ranking expectations. The proposal calls for *less* rigor, requirements and relevance to the new demands of the principal.

TEACHER EDUCATION ACCREDITATION

- **All references to national and professional standards are deleted** in a time when the public school curriculum and standards are moving to national Common Core Standards
- **All references to the process and time line for systematic review of teacher education programs are eliminated** in a time when pressure at the state and national levels has increased for teacher education programs to be high quality.
- **Reference to the fact that the Department of Education may reevaluate and/or revoke state accreditation at any time with no reference to guidelines, due process or appeal.**

DEMISE OF INDEPENDENT PROFESSIONAL STANDARDS BOARD and CONSOLIDATION OF ALL AUTHORITY WITH DEPARTMENT OF EDUCATION AND/OR STATE BOARD OF EDUCATION

- With elimination of the independent Professional Standards Board through legislation, REPA 2 further consolidates authority with the Department of Education and/or State Board of Education

Selected Commission on Education
REPA 2 Hearing
Tuesday, August 14, 2012
House Chamber
1:00 pm

Indiana School Boards Association's Position on REPA 2 and Selected Articles (Testimony as provided to Indiana State Board of Education on June 21, 2012)

The Rules for Educator Preparation and Accountability (REPA) 2 being considered by the Indiana State Board of Education should be postponed for adoption until more research and thus clarity is provided in several key areas. REPA 2 has been proposed to offer flexibility for teachers, administrators, school officials and accrediting agencies. But with such flexibility comes a caveat. That is: Indiana will lose consistency of licensing with the varied alternatives offered to the point that it will be difficult, if not impossible, to verify a linkage between training and expectations for performance because of the minimal standards required to receive an endorsement in content areas.

Another serious consideration with REPA 2 is the reduction of standards for educator licensing but the expectation that all school boards should employ "highly qualified teachers and administrators". This incongruity does not bode well for Indiana's reputation as a national leader in public education with emphasis on high standards for student performance, of which the students will be instructed by minimally trained teachers and administrators. Naturally, school boards will expect superintendents to recommend highly qualified staff but the question must be: Will REPA 2 standards produce educators with the skill sets to meet this expectation? The risk is that it will not. Therefore, ISBA opposes and/or questions some of the articles proposed for adoption as such:

Article 10.1 Teacher Training and Licensing – Section 1 (19) Institution of higher education – This section eliminates a single accreditation agency, which should be NCATE. By using NCATE school officials and universities would be ensured of comparable training programs that would comply with professional license standards. The proposal permits too many accrediting agencies and thus offsets standardization, especially since the IDOE has not presented any evidence that it could determine a responsible accreditation program for higher education.

Article 15.School Settings and License Content Areas – Rule 6 Licensure Content Areas

511 IAC 15-6-28 Building level administrator – The rule change lowers the standards for training to a bachelor's degree and the years of teaching experience to two years. Indiana needs advanced trained administrators at the building level with experience. The requirement for a building administrator should be master's degree or higher with at least three years of teaching experience.

511 IAC 15-6-29 District level administrator: superintendent – The rule change lowers the standards for training to a master's degree and the years of teaching experience to two years. Indiana needs advanced trained superintendents at the school corporation level with experience. The requirement for a superintendent should be an EdS or doctorate degree with at least three years of teaching experience.

511 IAC 15-6-35 Temporary superintendent license and 511 IAC 15-6-36 Temporary building level administrator license – Each of these temporary license areas should correspond to the license requirements for the position with an EdS or doctorate for the superintendent and a masters for the building level administrator.

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These examples of unacceptable rule changes reflect the need to revisit many of the proposals in REPA 2 and not approve the rule as published. There are a host of questions that could be raised on content licensing, as well as expanding a license to cover P-12. Whereas, school boards need to be able to assure the parents that the most highly qualified teacher and/or administrator has been employed to provide service, not one with minimal training. It appears, therefore, that REPA 2 is a misnomer because it does not prepare educators with outstanding credentials and it does not establish the necessary accountability standards that are applied to other state programs such as student academic growth, increased graduation rate, transitioning to career and college programs, assisting low performing schools and so forth.

Frank A. Bush
ISBA Executive Director
5/30/2012

Callie Marksbary, Third Grade Teacher
Vinton Elementary
3101 Elmwood Ave.
Lafayette, IN 47904

Points covered:

1) Use of term probationary regarding first license
   Negative connotation
   Informal survey out of state
   Recommendation: change to positive word or keep "initial"
   How does that fit in with evaluation process

2) Use of evaluation in renewal of license process
   Employer/employee
   Not tied to renewal or non-renewal of license
   No other profession does this
   Rather see it tied to improvement via continuing education
   Stay current in profession, advances in technology and their effective use in the classroom, and research – example of advances in brain research alone

3) Changes to RISE:
   Submission of district evaluation plans due to DOE earlier in the summer using RISE criteria was 1.0 until last week with the 2.0 version posted
   Districts and staff questioning if they have to go back and redo all the work we put into the plans that had to be submitted by the earlier DOE deadline

4) Adjunct license/ unlimited renewal of emergency permit to teach
   Concern that person just taking a content test and being able to become a classroom educator; wanted to take a different view by looking at field experiences
   Institutions work hard to insure that candidates have field experience
   Track field experience to insure diversity of abilities, cultures, minorities, school settings
   Developmentally appropriate content/methods for classroom
   Again, focus on the positive, not negative and tie license renewal for all with professional improvement through continuing education in some form
   Emergency permits to teach: change from 2 renewals and assurance of working toward license to unlimited renewals

5) REPA 1
   Let changes made via REPA 1 play out
   See if they are effective and create reform intended before changing the rules

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Please use the authority of this body to have the DOE postpone or not put into place the REPA 2 changes

Writing prompt example: create a new playground game/teacher for a day

Callie Marksbary, third grade teacher
2613 Natalie Ct.
Lafayette, IN 47905
765-423-5339

Select Commission: Testimony on Teacher Licensing offered by Dr. Vic Smith **August 14, 2012**

My name is Vic Smith. I retired in 2009 after working 40 years in the public schools of Indiana. I speak today as a Hoosier taxpayer and lifelong citizen of Indiana who believes that continuation of our democracy depends on strong public schools.

Today I rise in opposition to a particularly bad idea that is included in Dr. Bennett's proposal to revise teacher licensing known as REPA 2, which is linked to Public Law 90 in the way licensing is renewed. This proposal has completed all hearings and procedures and could be given final approval by the State Board of Education at their next meeting. **I hope you will influence them to reject the proposal called the "Adjunct Teacher Permit". It is an idea that takes us in the wrong direction to lower standards.**

The Adjunct Teacher Permit would allow anyone with a Bachelor's degree in a content area to begin teaching with no teacher training. It would not be limited to subjects where there are teacher shortages, as in the case of emergency permits now. This proposal is wrong on two counts.

1) First it will hurt the students of the novice teacher as the on-the-job, trial and error training unfolds.

2) Second, it is a cruel joke to bright graduates to lead them to think that their love and knowledge of a subject is a sufficient qualification to teach a subject. My years of teaching social studies and supervising social studies teachers made one fact clear: Knowing history and motivating students to know history are two different things.

This proposal ignores the science of pedagogy that has been built over the past 100 years. My grandfather began teaching in 1915 after a 6-week summer training program. Since then Ball State University and Indiana State University were both established as "Teachers Colleges" in the early part of the 20th century as more and more was learned about the process of teaching and learning. Now, we are being asked to forget that history and allow students with no teacher training to be permitted to teach.

This is an incredible step backward toward lower standards for Indiana. Requirements to learn pedagogical skills were not added to benefit universities but to give students better prepared instructors. This proposal to lower the standards for teachers and allow those with a casual interest in teaching and no pedagogical training to get a license will end up hurting students and will give the teachers involved such a rocky introduction that high percentages will leave teaching. My grandfather, by the way, left teaching after two years.

The term "Adjunct Teacher" in this context is misnamed in a way that will offend current adjunct professors. I served as an adjunct professor at IUPUI for 12 years. In the college arena, adjunct professors are part time professors paid a set amount for each class. There is no connotation that they lack training, only that they are not on full-time contracts. The very name of this proposal is misleading.

This proposed change will not serve the long term interests of our students who need highly trained and dedicated teachers. I urge you to ask the State Board of Education to reject this proposal.

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EXHIBIT K