INTASS Research Report

Review of Indiana's Teacher Evaluation Plans

Indiana State Board of Education

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Research Phase 1
A Review of Objective Measures and Plan Characteristics

Two parts to this review:

1. A review of Objective Measures used in Teacher Evaluation plans
2. A review of Teacher Evaluation plan characteristics

Literature Review

- Coburn (2005) noted several factors that influence teachers' response to new policy. Clarity about policy goals and means are important, as **unclear expectations can cause anxiety and frustration**.
- Teacher evaluation policy should reflect **the purpose of helping all teachers improve** (National Center on Teacher Quality, 2011).
- The Center for Public Education (2013) reported on the elements of good teacher evaluation systems. They noted that an **inclusive design and implementation process was a critical element.**
- Center for Public Education (2013) noted four other elements of effective teacher evaluation systems: **multiple measures, adequate resources and support, data linking teachers to student performance, and classroom observations**.
- In guidance to states, Goe, Holdheide and Miller (2014) recommend that States identify measures and **conduct research during and after implementation of teacher evaluation** to ensure that the evaluation model(s) is **technically sound and therefore defensible** in situations in which teacher evaluation results will be used to **make personnel and compensation decisions**.
- There is good reason for states to support districts to implement strong evaluation systems, and **little oversight or guidance can be worrisome (**The Center for Public Education, 2013; National Center on Teacher Quality 2011) .
- The **use of multiple measures is important** and is meant to compensate for the imperfections of each individual measure and produce more accurate and helpful evaluations (Goe, L., Holdheide, L, & Miller, T. 2014).

Methods

- **Objective Measure Review**
  - Reviewed **245 Plans** from **2014-15** School Year
  - **Spreadsheet** developed to enter data
  - Data was entered for weights **of IGM, Rubric, A-F and SLO's** by four INTASS staff
  - The data were reviewed **for accuracy** by four INTASS staff
  - **Final formulas** applied
- **Plan Characteristics Review**
  - Contracted with Haley Consulting Services as **external evaluator**
  - Downloaded **2015-16 plans** from IDOE website
  - **Developed assessment tool** derived from **INTASS Educator Evaluation Plan Rubric**
  - **271 Plans** were assessed
  - Using an Excel spreadsheet to track district scores, **the presence or absence of each component** in every district plan was noted using standard dichotomous notation of ones and zeros
  - **Key passages in the plans were highlighted** to further support the assigned scores
  - **Inter-rater reliability** checks were conducted on three occasions by INTASS staff

Results: Objective Measures

(2014-15 plans)

	N=	% (N/245)
Number of Districts Indicating Use of Teacher Effectiveness Rubric (TER)	245	100%
Number of Districts Indicating Use of IGM	199	81%
Number of Districts Indicating Use of A-F letter Grade	212	87%
Number of Districts indicating Use of SLO's	175	71%

Table 1: Represents the number of evaluations reviewed and the number of districts that included the use of a teacher evaluation rubric, IGM and A-F letter grade.

Results: Objective Measures

Measure	Highest Weight Used	Lowest Weight Used
Teacher Effectiveness Rubric	100%	40%
IGM	50%	2%
A-F School Letter Grade	50%	2%
Student Learning Objectives (SLO)	60%	2%

Table 2: Represents the highest and lowest weights used for the teacher effectiveness rubric, IGM, A-F letter grand and SLO in calculating summative ratings.

Assessment Review

- **49 Different assessments** were noted in district plans for measuring student growth and achievement
- **33 districts** are only using **one measure of student growth and achievement**
- **Nearly 1 in 5** districts are not using IGM data
- **21 Districts are only using A-F** as a measure of student learning
- **Only 58 districts are using ISTAR**—the state alternate assessment

Results: Plan Characteristics

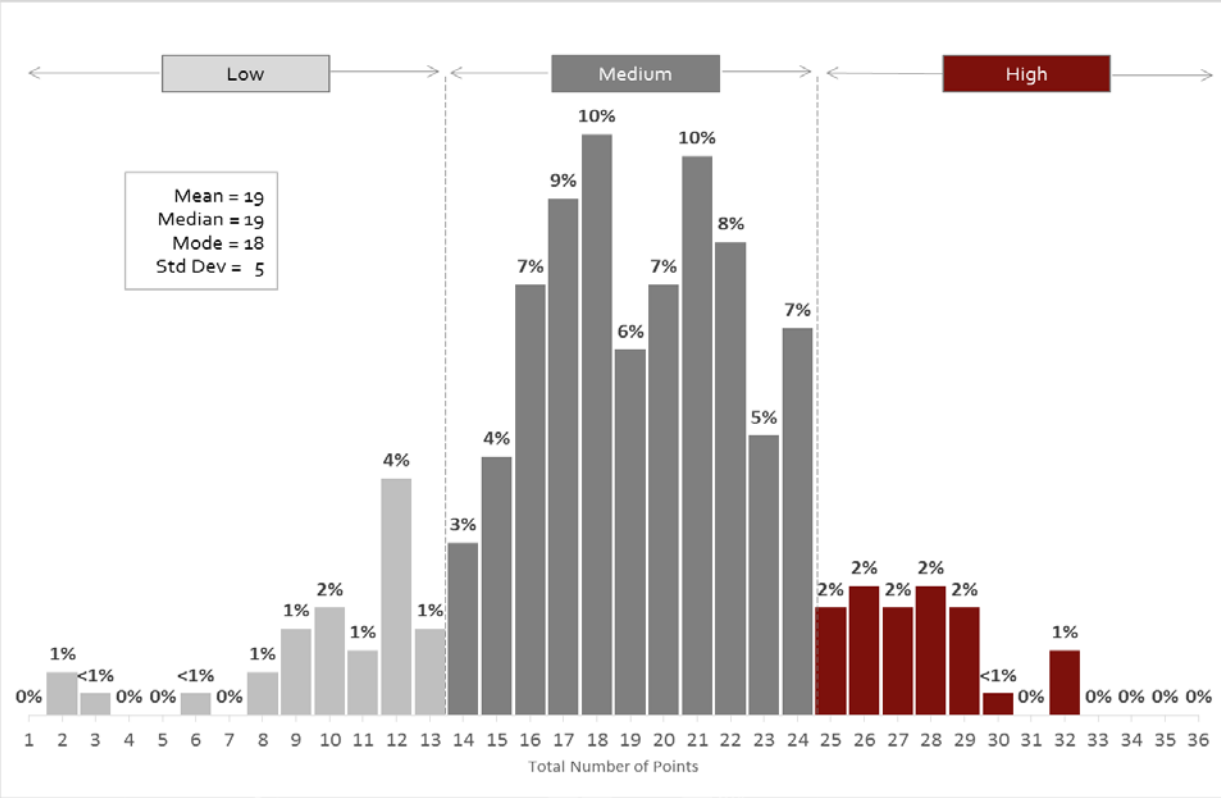


Figure 1. Distribution of scores for district plans. Thirty-one districts scored in the high range, 207 in the medium range, and 33 in the low range.

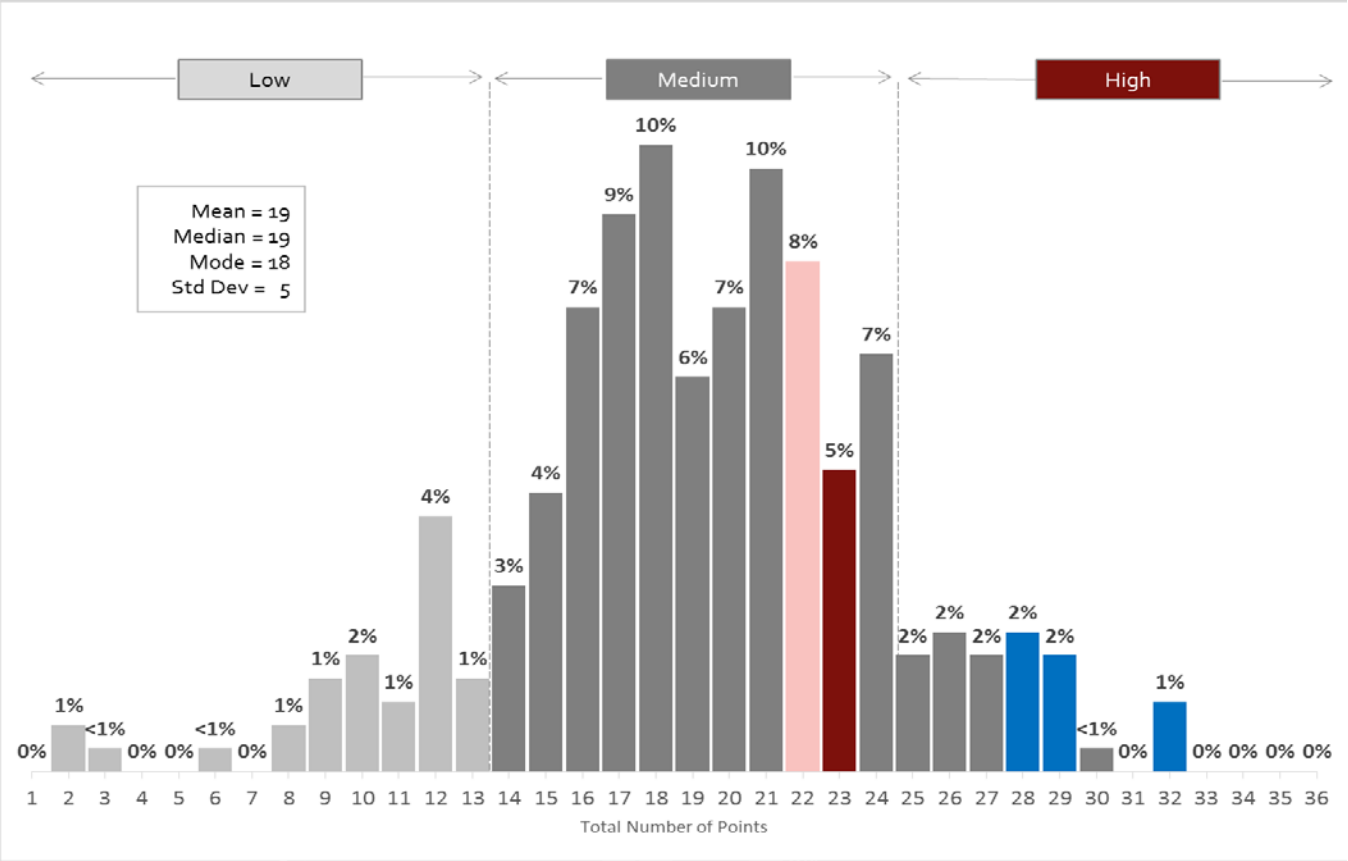


Figure 2. All SBOE recognized districts and INTASS districts scored above average. **Pink** denotes the score of one SBOE district, **crimson** denotes one INTASS district, and **blue** denotes scores that contain both SBOE and INTASS districts.

Figure 3. Components related to **philosophy/belief statements and communications plans.**

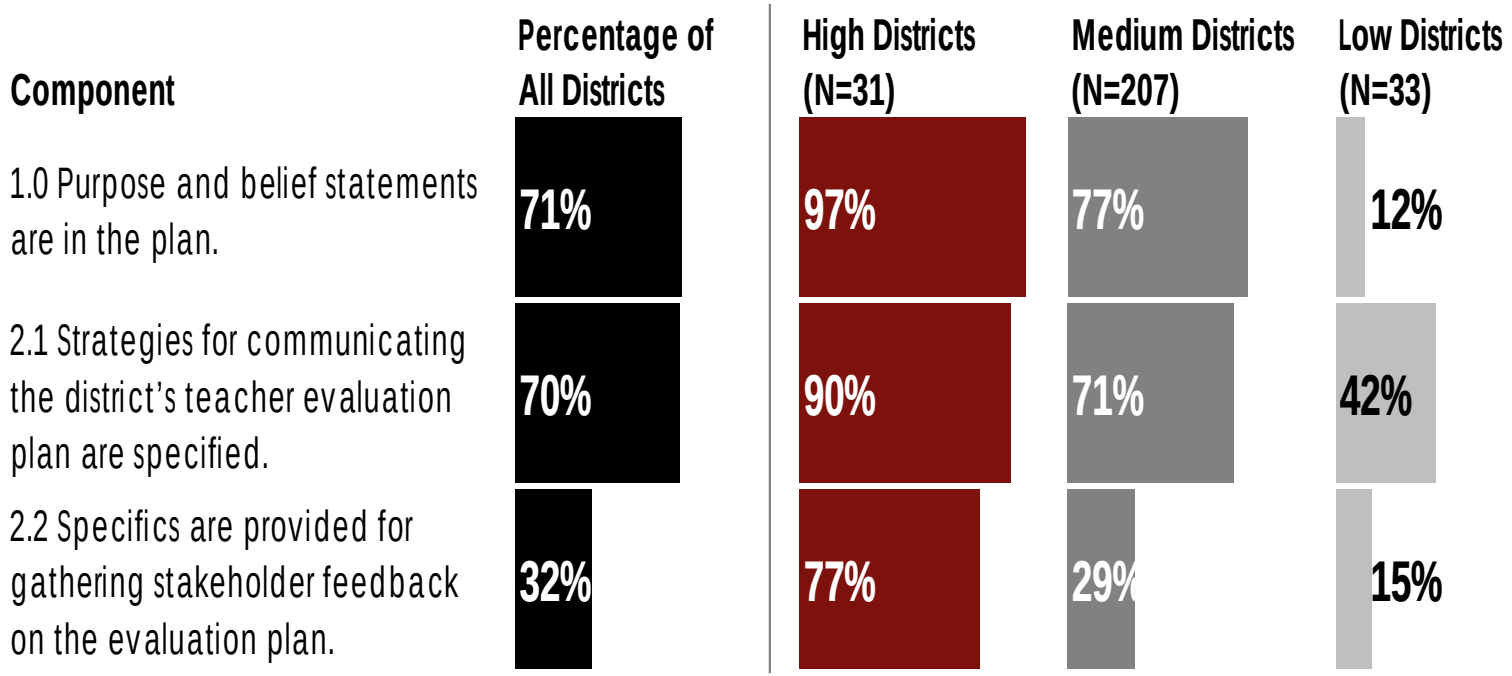


Figure 4. Components related to a h**igh quality teacher evaluation rubric.**

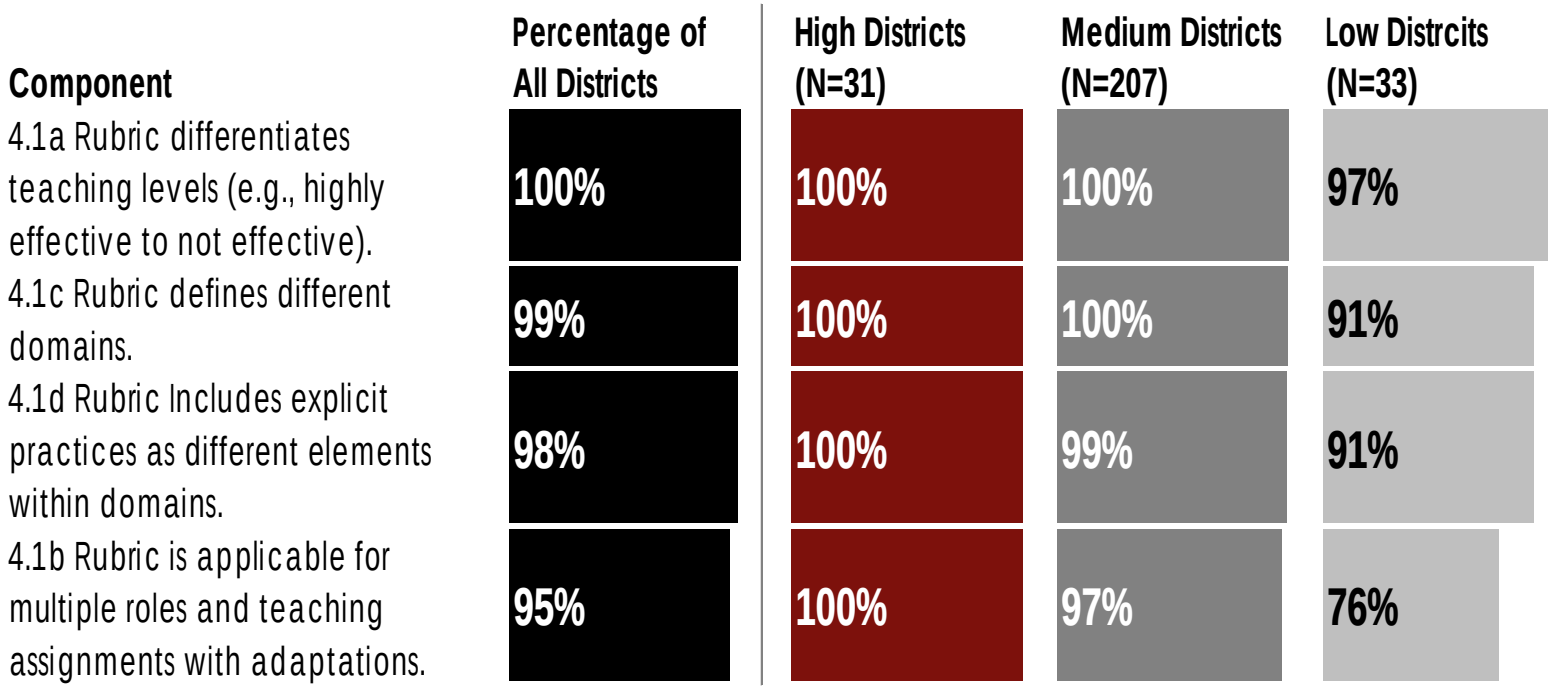


Figure 5. Components related to evaluators and **evaluator training**.

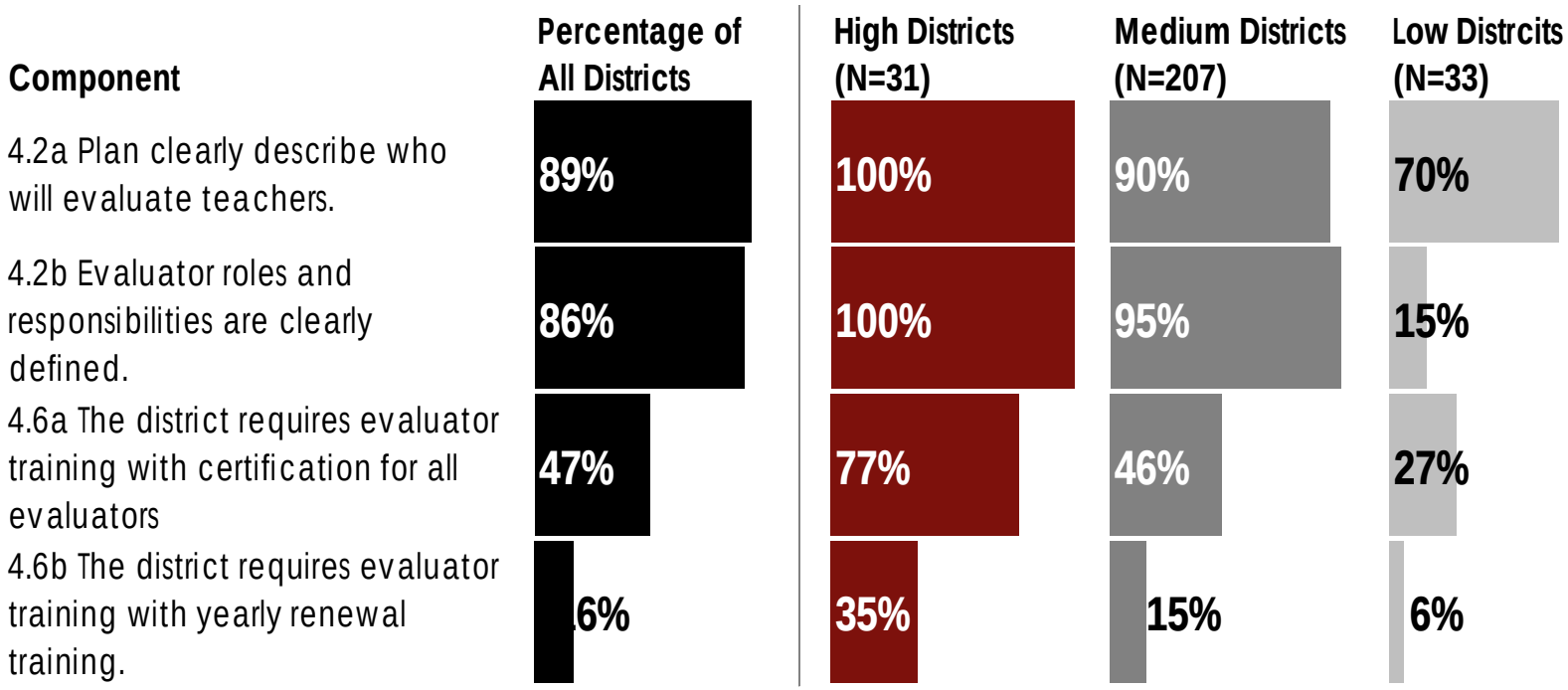


Figure 6. Components related to **observation timelines and procedures.**

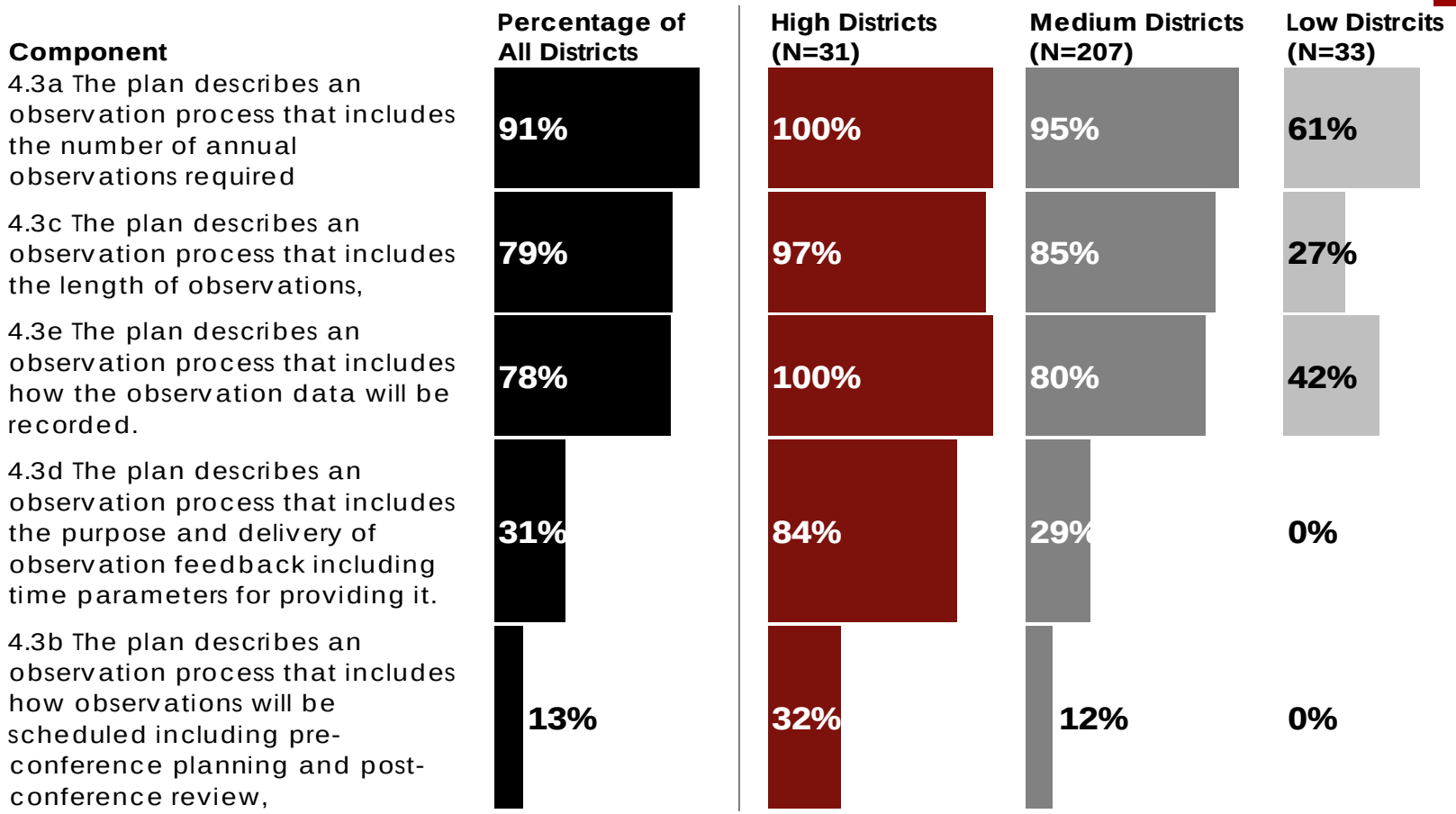


Figure 7. Components related to **evidence/artifacts.**

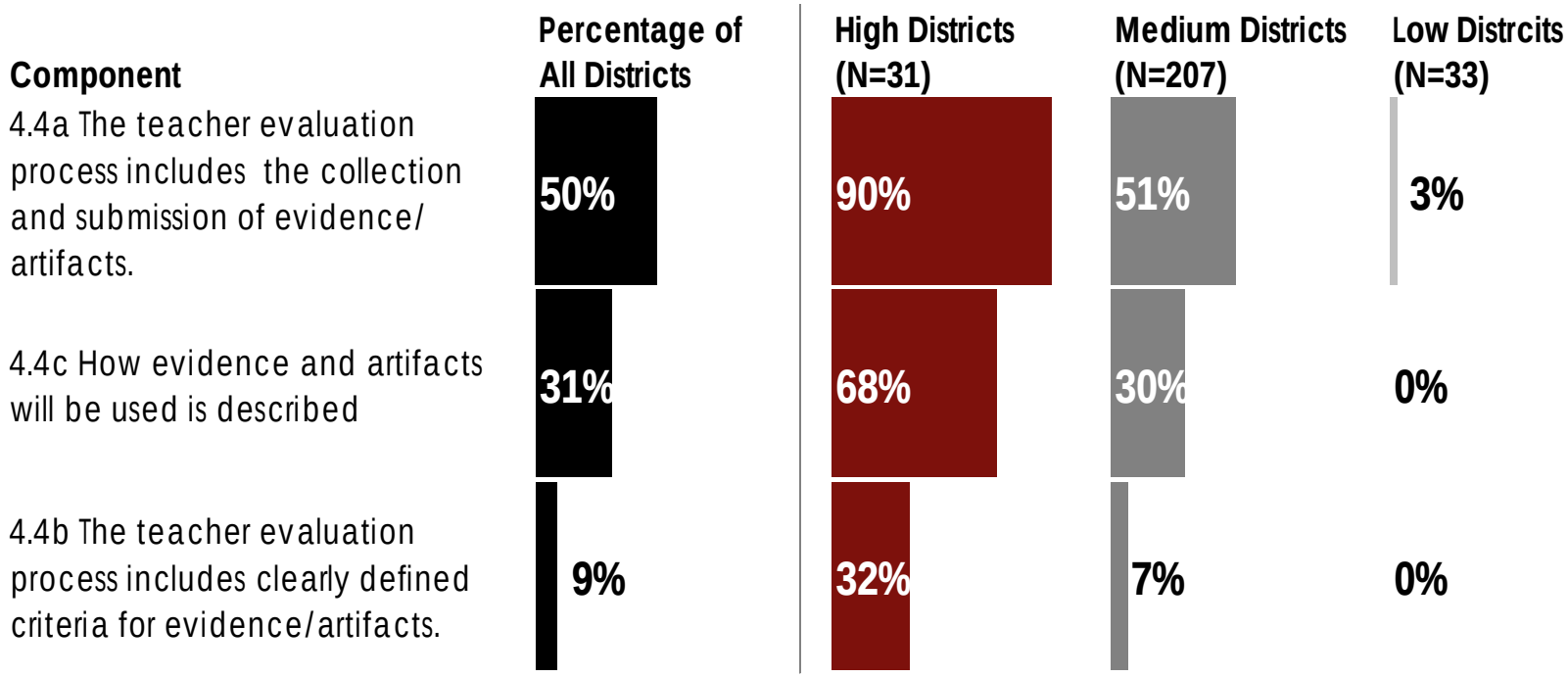


Figure 8. Components related to conferences and meaningful feedback.

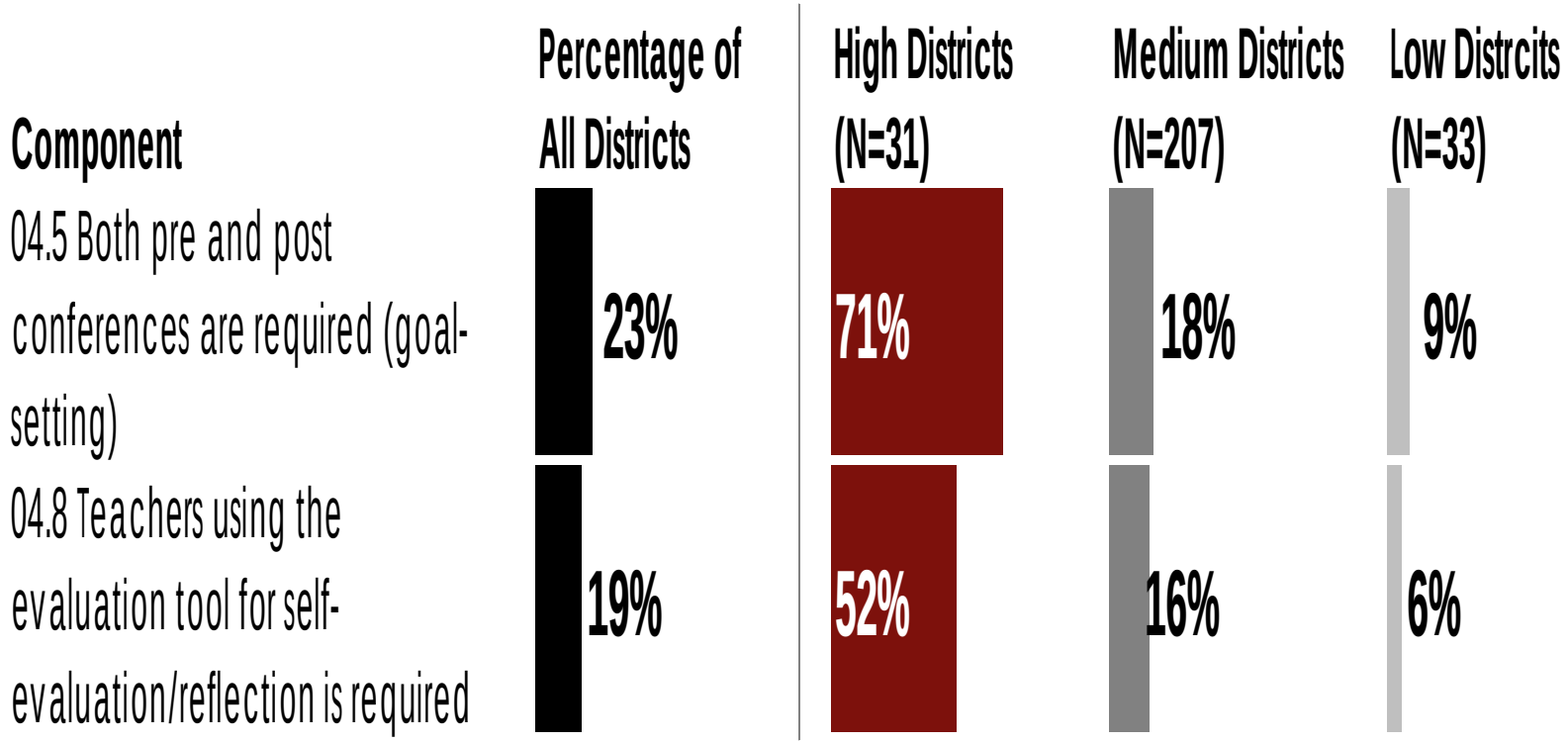


Figure 9. Components related to **weights of measures and summative scores.**

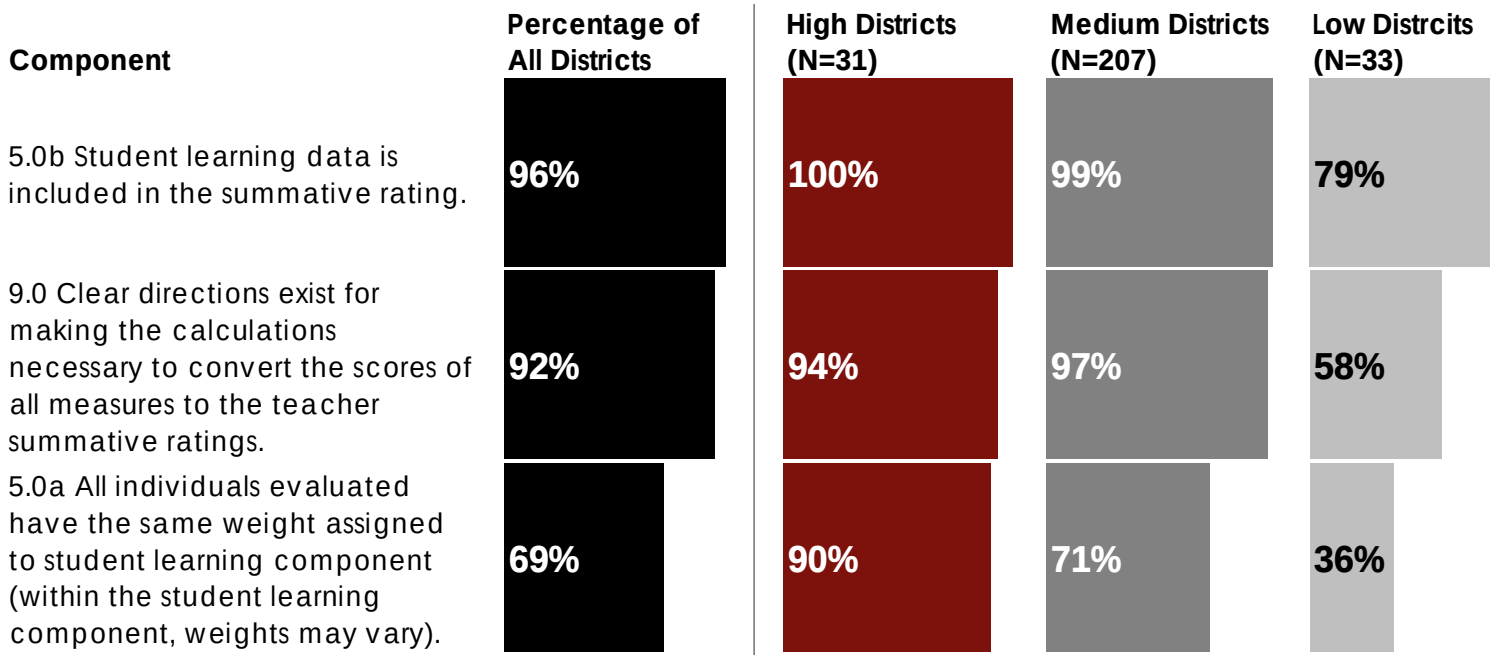


Figure 10. Components related to **measuring student learning.**

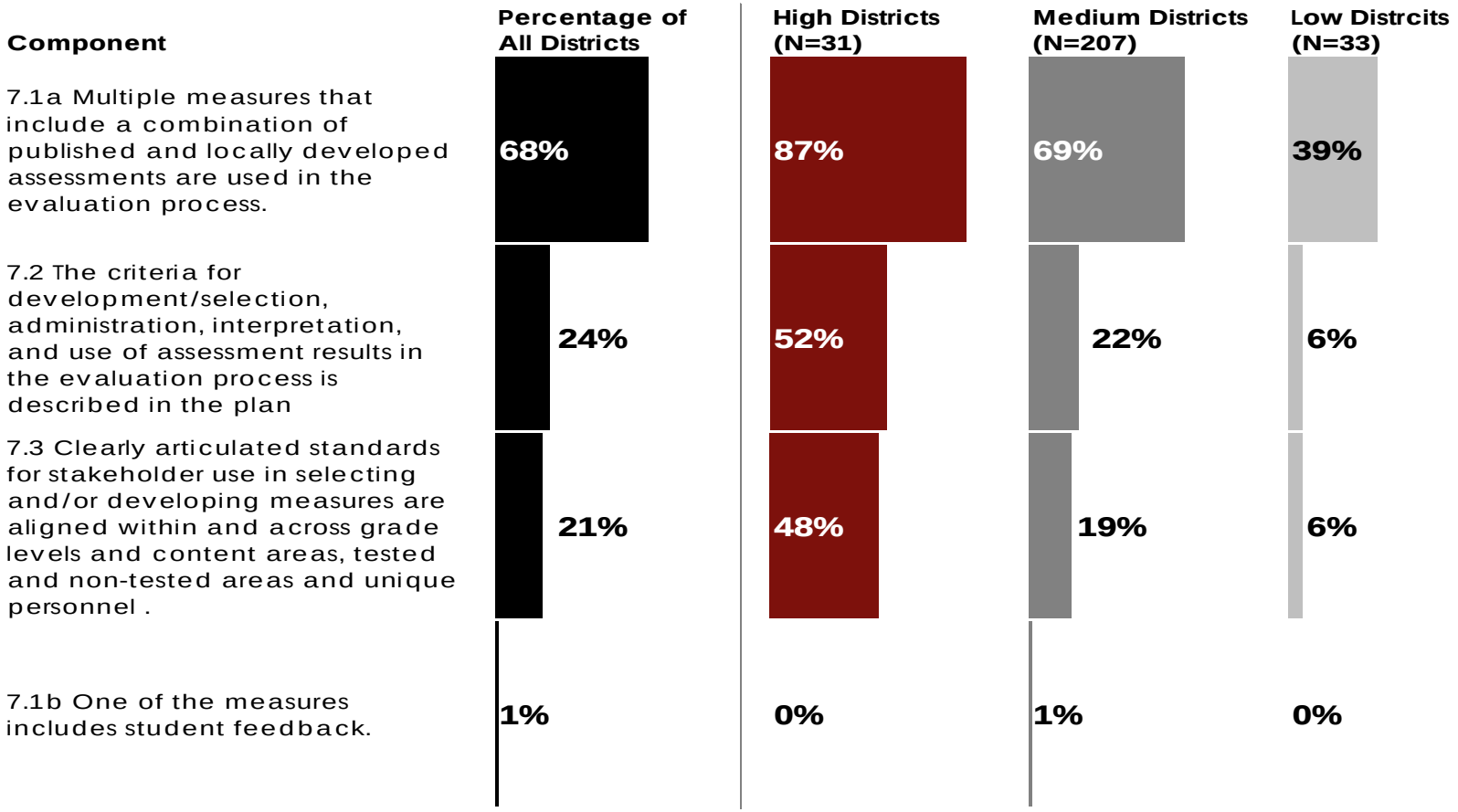


Figure 11. Components related to **collecting, reporting and storing data.**

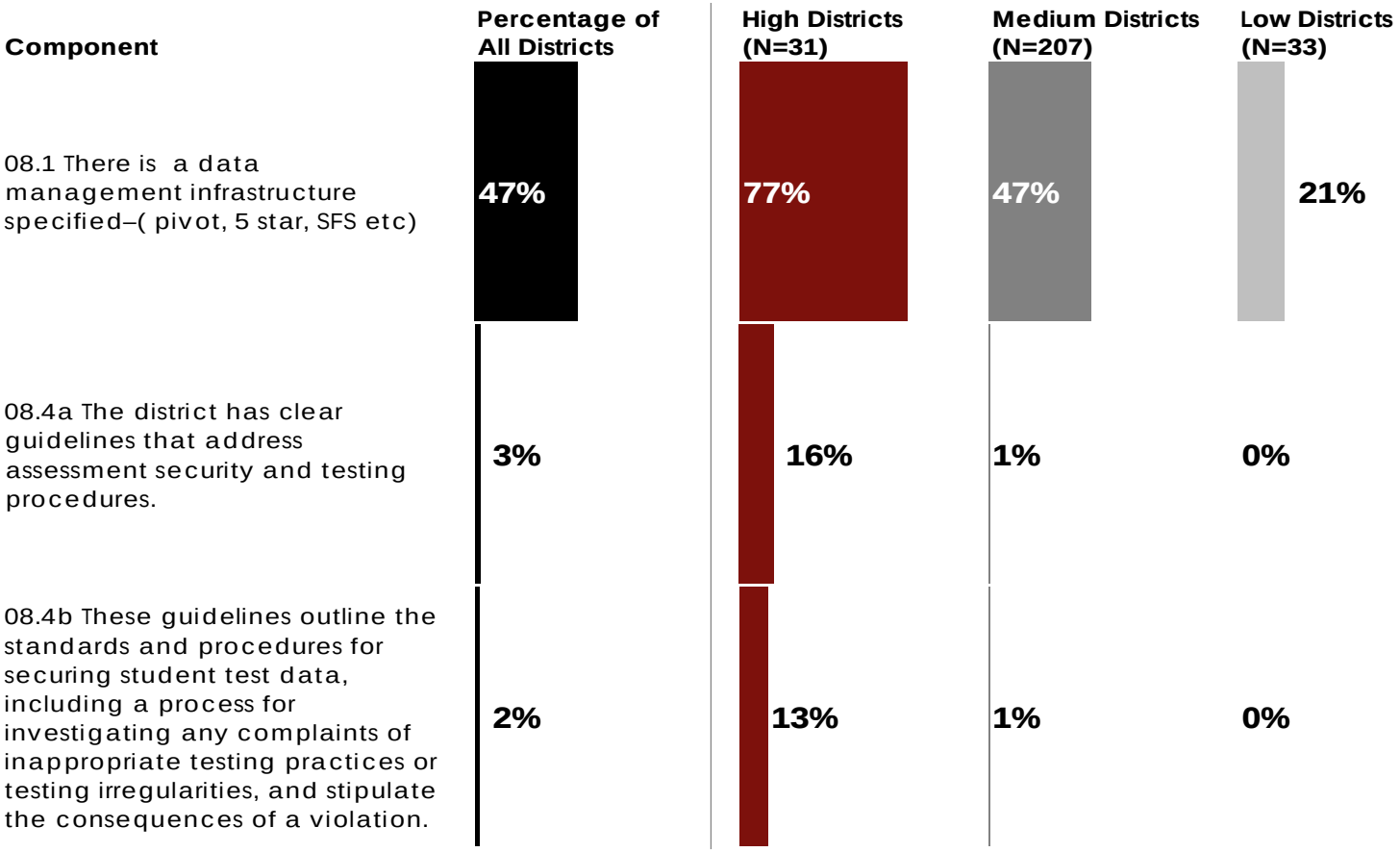


Figure 12. Components related to **oversight.**

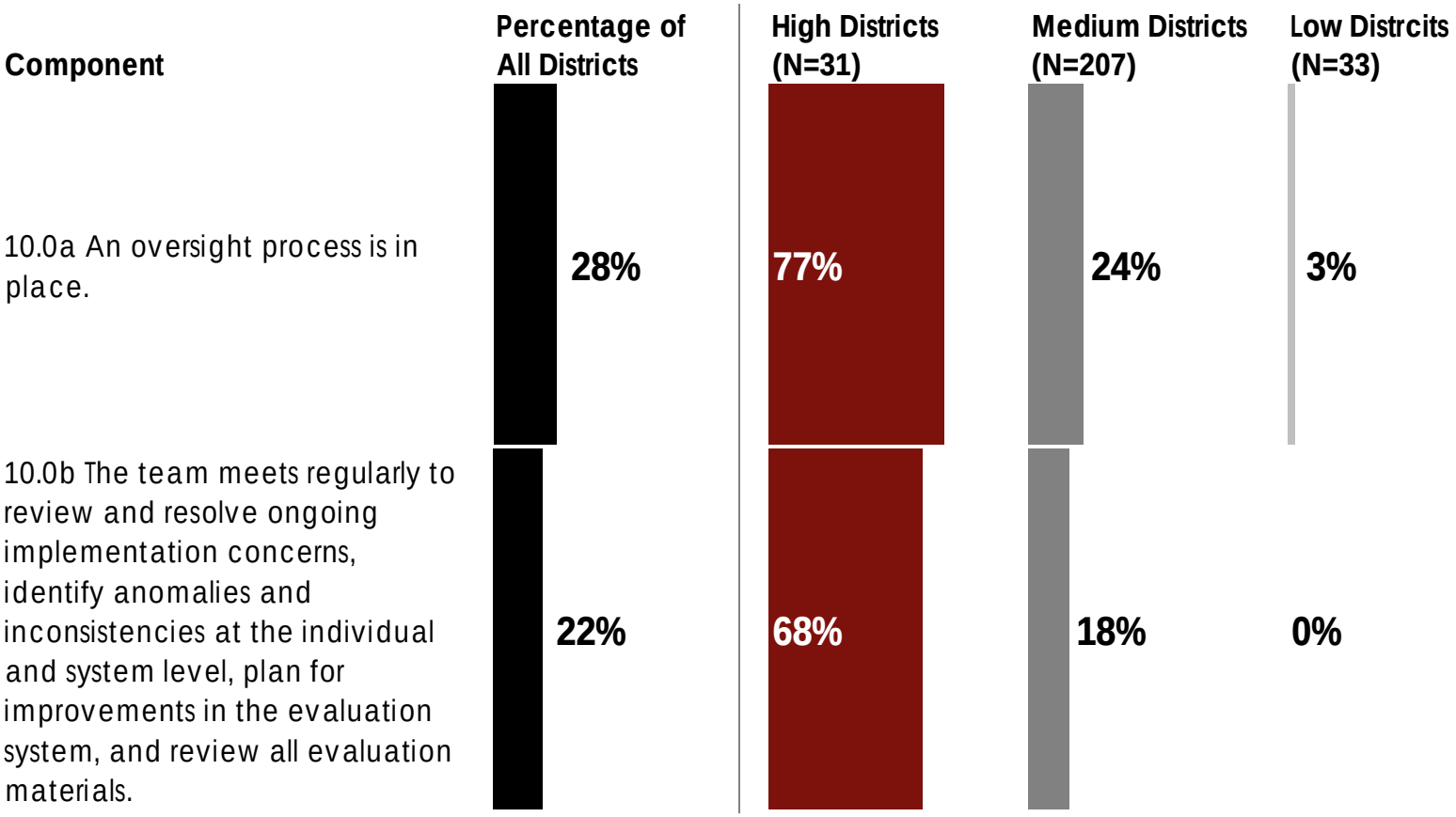


Figure 13. Components related to **professional development.**

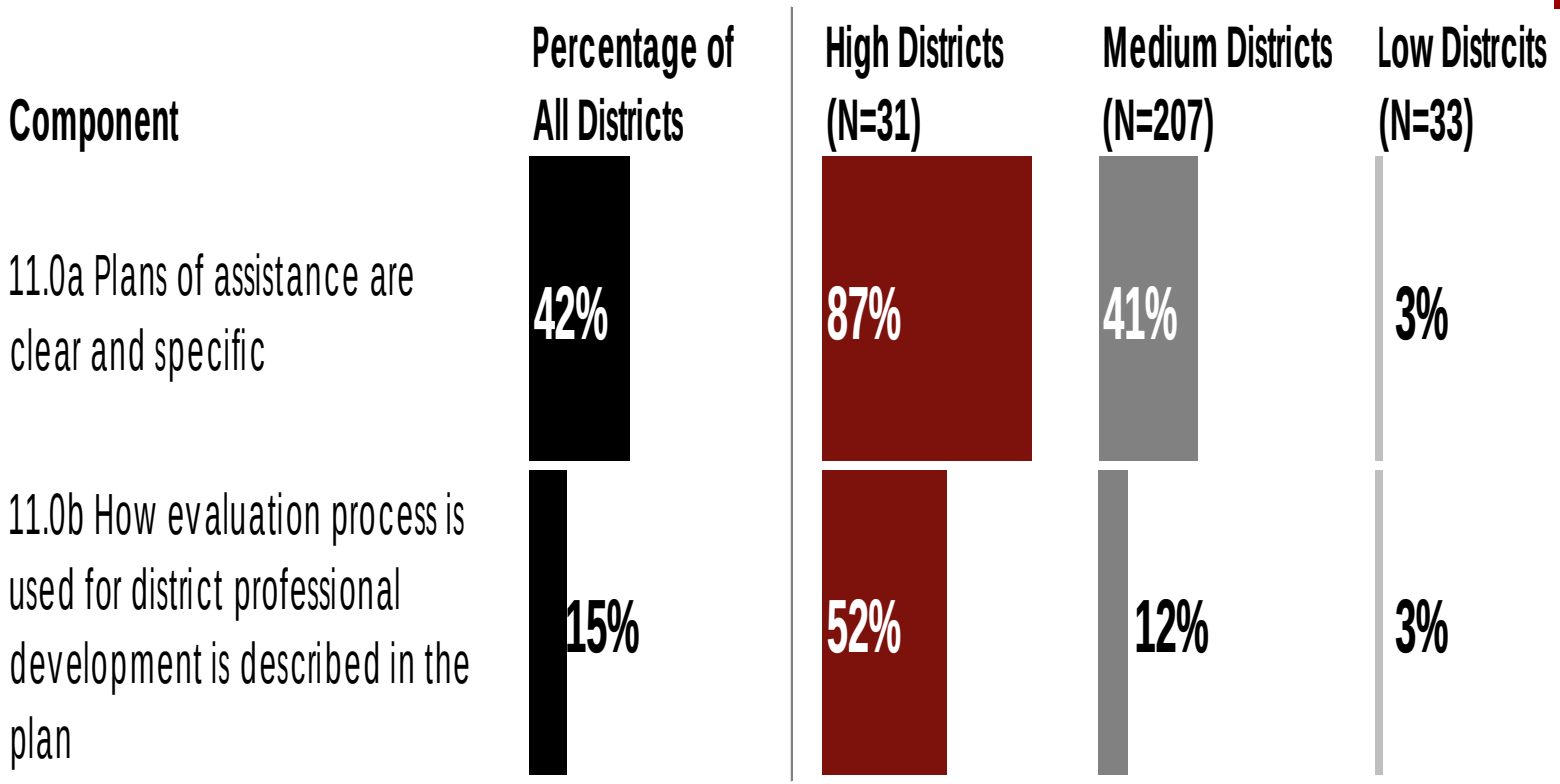
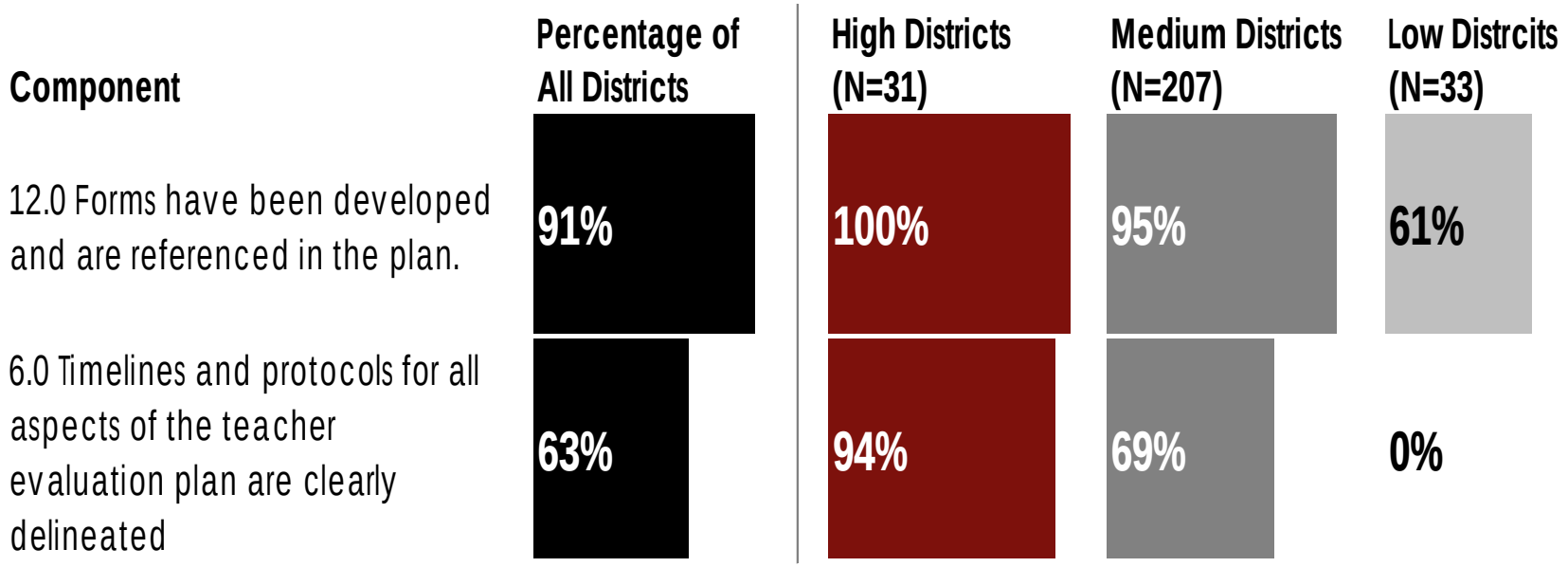


Figure 14. Components related to **timelines, protocols and forms.**



Areas of Consistency Among Plans

- *Components related to high quality rubrics,*
- *Describing the number of required observations,*
- *Including student data in their ratings,*
- *Clearly describing calculations for summative ratings, and*
- *Providing forms for documenting evaluations.*

Areas of Discrepancy between High and Low Districts
(Table 1)

- Belief and purpose statements
- Gathering feedback from stakeholders
- Evaluator training
- Pre and Post conferences and feedback
- Observation timelines and protocols
- Evidence and Artifacts
- Selection and development of assessments
- Data systems to collect and store data in a secure manner
- Systems of oversight
- Clear timelines and protocols for the evaluation process

Conclusions

- Research based teacher effectiveness rubrics are used consistently for teacher evaluation in schools across the state. Additionally, the use of student learning outcomes in the evaluation process is happening in nearly all of the school corporations in the state.
- Teacher evaluation experiences differ significantly throughout the state because of inconsistent plan development and implementation processes.
- Different interpretations of educator evaluation requirements expressed in ambiguous language in legislation and code explains some of this inconsistency. Monitoring and oversight with neither incentive nor consequence is also a contributing factor.
- High stakes personnel decisions for teachers across the state of Indiana are being made based upon ratings from widely different teacher evaluation plans and implementation processes.
- Ensuring the development and implementation of effective teacher evaluation can be a building block for effective schooling throughout the state of Indiana.
- As a result of the end of the ESEA Waiver, the IDOE will no longer be required to monitor teacher evaluation plans. Discontinuing the on site monitoring of teacher evaluation plan implementation across the state could result in even greater inconsistency, non-compliance and further differences in teacher evaluation experiences across the state.