Different Perspectives on Changes in the Evaluation of Teachers

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What is INTASS?

INTASS:
Indiana Teacher Appraisal and Support System

- A Project that includes a consortium of districts that is housed at the Center on Education and Lifelong Learning (CELL) at Indiana University

- **INTASS Advisory Board**: Indiana State Teachers Association, Indiana American Federation of Teachers, Indiana Department of Education, Center on Career and Innovation, Indiana School Board Association, Indiana Association of Public School Superintendents, IUPUI, Indiana Charter School Board, Indiana Association of School Principals .

- Support districts in planning and implementing equitable, efficient, and effective teacher and principal evaluations, using a collaborative process and field tested tools,

- Use the **INTASS Teacher Appraisal System Rubric** and the **INTASS Evidence of Implementation Fidelity** to provide research on plan development, implementation and effectiveness.

INTASS Teacher Appraisal System Rubric
Standards for Plan Development and Plan Components Aligned With Teacher Evaluation Ratings

- **Intent and Philosophy**

- **Strategic Communication Plan**

- **Legislative Components**

- **Observation &Walk-throughs**

- **Weights of Measures**

- **Clear Timelines &Protocols**

- **Measuring Student Learning**

- **Data Collection, Reporting & Storing**

- **Converting Summative Ratings**

- **Oversight Process**

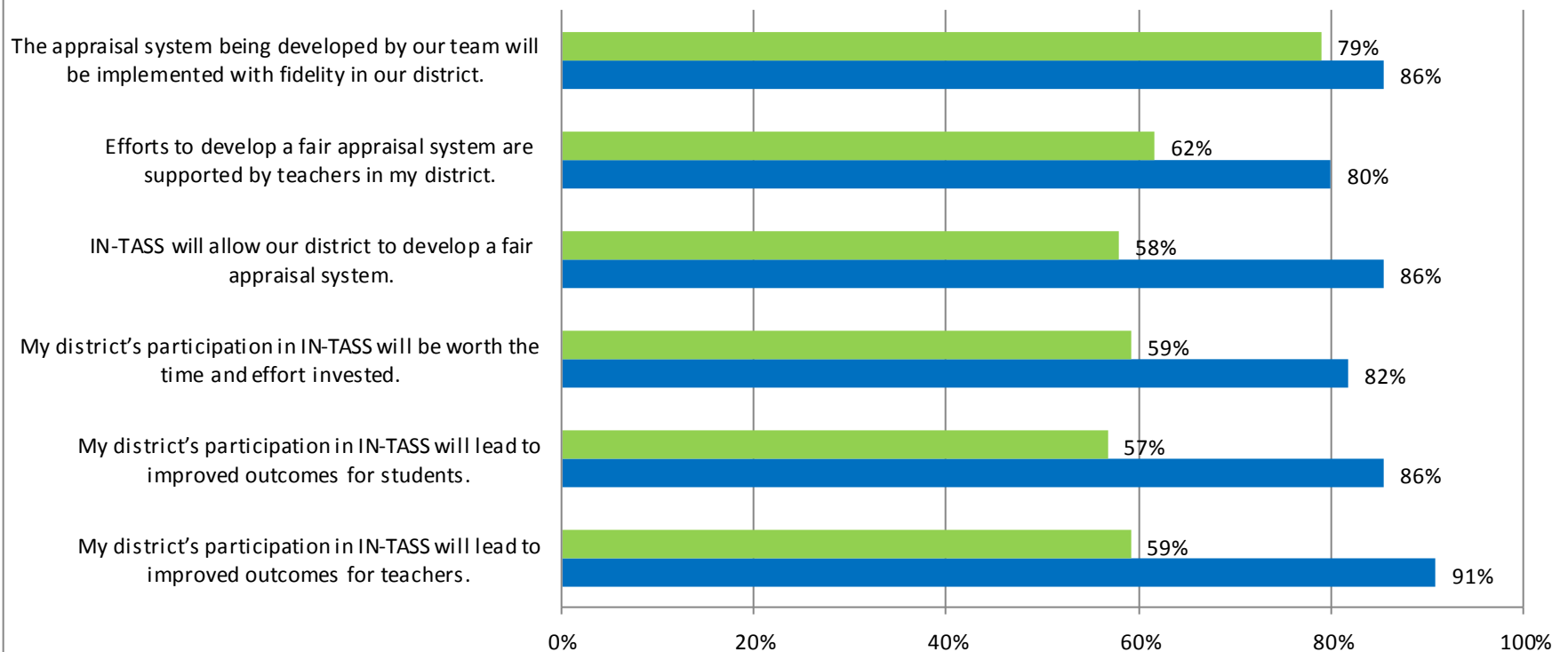- **Professional Development**

- **Forms**

Components include descriptors for rating of Highly Effective, Effective, Needs Improvement, and Ineffective

INTASS PROCESS RESULTS (Training Cohort Data)

*Green represents confidence in the development and implementation of a new teacher evaluation process before INTASS training; Blue represents after INTASS training

Rated __Confidence__ in Each of the Following Areas as 4 or 5

Area	Initial Reflections	Reflections at the End of Day 3
The appraisal system being developed by our team will be implemented with fidelity in our district.	79%	86%
Efforts to develop a fair appraisal system are supported by teachers in my district.	62%	80%
IN-TASS will allow our district to develop a fair appraisal system.	58%	86%
My district's participation in IN-TASS will be worth the time and effort invested.	59%	82%
My district's participation in IN-TASS will lead to improved outcomes for students.	57%	86%
My district's participation in IN-TASS will lead to improved outcomes for teachers.	59%	91%

Initial Reflections ■ Reflections at the End of Day 3

INTASS DISTRICT PROCESS RESULTS: GUIDING PRINCIPALS AND BELIEFS

Did you feel that the process provided "fair and accurate judgments about the teaching and learning process"?

Yes: 75.5%   No: 24.4%

Were "multiple measures of student achievement" that you selected seriously considered?

Yes: 90%   No: 10%

Did the process "encourage collegial decision-making"?

Yes: 83.8%   No: 16.2%

Did you experience a "tone of decency and trust"?

Yes: 91.9%   No: 8.1%

Did the process "create confidence and support between" the two of you?

Yes: 81.7%   No: 18.3%

INTASS District Results: Knowledge

Teachers' knowledge change rated on a 4 point Likert scale:

Topic	Fall	Spring	Difference
Indiana Legislation on evaluation	2.256	3.146	+0.890
Danielson Framework	2.110	3.470	+1.360
Legislation on negotiations	2.061	2.896	+0.835
Using student growth measures	2.402	3.421	+1.018
Classroom walkthroughs	2.585	3.634	+1.049

Current Research

Survey Research (2014)
INTASS 2014 Survey Purpose, Components, Administration Method, Sample Size

- Purpose: Survey educators on beliefs and confidence in the new teacher evaluation process

- Survey questions aligned with the Indiana Teacher Appraisal System of Supports (INTASS) Rubric Components

- Survey questions allowed responses on a 7 point Likert Scale

- First 11 questions constitute follow up of 2012 survey of superintendents across Indiana resulting in published brief by CEEP and CELL at Indiana University

- Survey distributed through ISTA, Indiana AFT, Indiana Principals Association, Indiana Superintendents' Association, and through Learning Connections

- Sample size:
  - ✓ 218 Superintendents
  - ✓ 2427 Teachers
  - ✓ 374 Principals

Beliefs About Teacher Evaluation

Survey asked Superintendents, Principals, and Teachers to rate their beliefs about different aspects of teacher evaluation, the new Indiana legislation and its impact, and their local plans and their impact:

"I believe that that teacher evaluation…"

"I believe that student academic growth…"

"I believe that instruction can be…"

Response Patterns: Frequencies and Percentages

Initial analyses included the compilation of frequencies, percentages, and mean response rates for individual survey questions, to identify readily observable patterns, inconsistencies, and/or anomalies.

Overall **Response Frequency Patterns:**
Beliefs
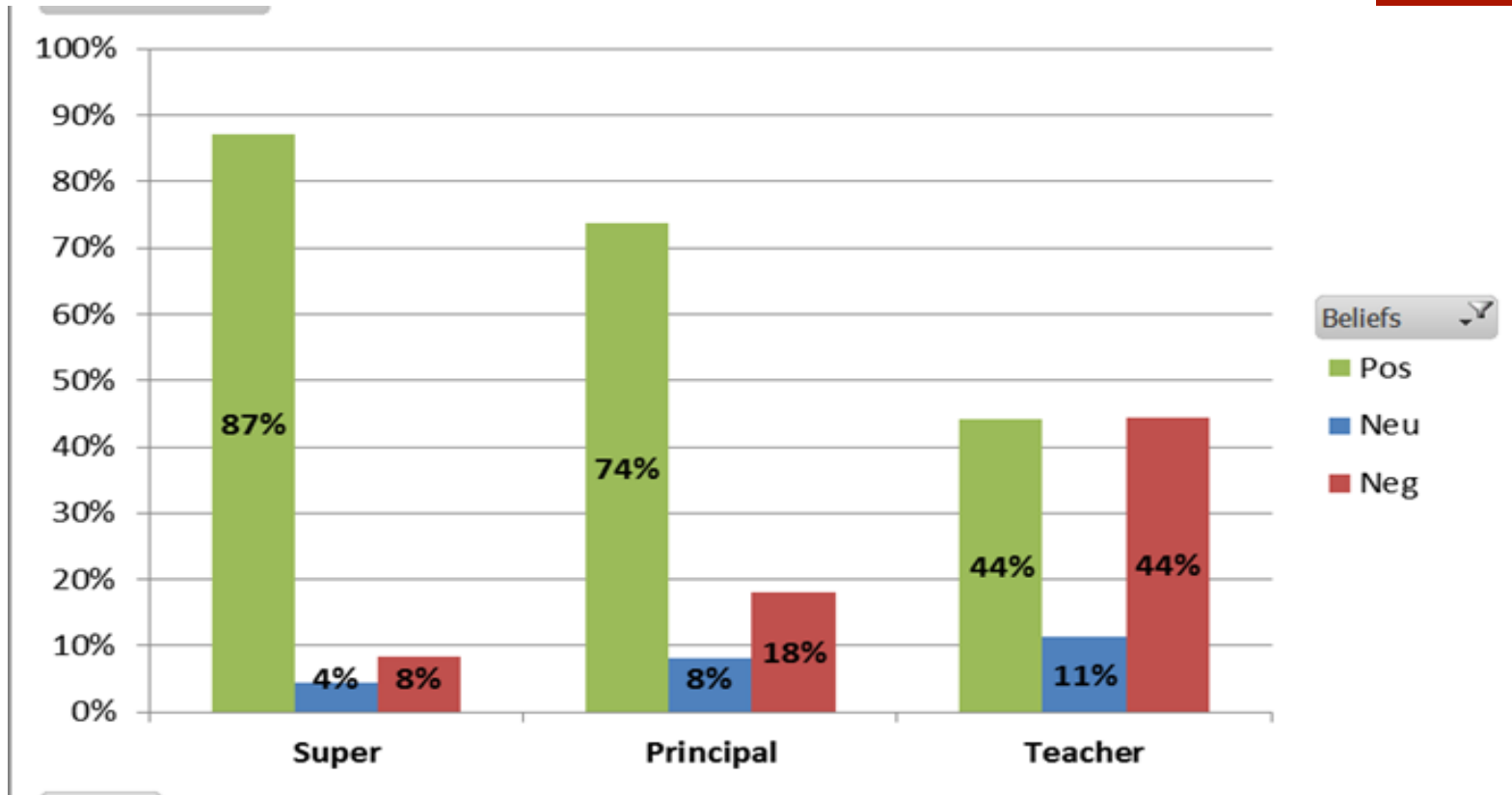
Superintendents and Principals were more positive in their belief responses concerning teacher evaluation than teachers.

Beliefs: Relationship between Instruction, Student Growth and Achievement

- 99% of Superintendents, 99% of Principals, and 91% of Teachers believe that teacher effectiveness affects student achievement.

- 97% Superintendents, 92% of Principals, and 58% of teachers believe that instruction can be accurately and fairly judged.

- 93% of Superintendents, 85% of Principals, and 73% of teachers believe that growth can be measured with validity.

- 98% of Superintendents, 90% of Principals, and 70% of teachers believe that achievement can be measured with validity.

Beliefs: Indiana Teacher Evaluation Law

- 89% of Superintendents, 79% of Principals, 50% of teachers believe that teacher evaluation in Indiana needed to improve.

- 84% of Superintendents, 65% of Principals, and 19% of teachers believe that the teacher evaluation law has improved teacher evaluation processes in their district.

- 88% of Superintendents, 72% of Principals, and 33% of Teachers believe that student growth should be tied to teacher evaluation

Beliefs: Local Plan Impact

- 84% of Superintendents, 55% of Principals, and 31% of teachers believe their district plan drives professional development.

- 80% of Superintendents, 57% of Principals, and 14% of teachers believe that their district plan has a positive impact on teaching and learning.

- 60% of Superintendents, 45% of Principals, and 21% of teachers believe that evaluation should be linked to compensation.

- 66% of Superintendents, 46% of principals, and 22% of teachers believe that their district plan fairly links evaluation and compensation.

Confidence Level in Evaluators and Evaluator Confidence In Themselves

Survey asked teachers to rate their level of agreement with statements concerning evaluator capabilities:

"I am confident that evaluators in my district…"

Survey asked Principals to rate their confidence in their evaluation skills:

" I am confident that I…."

Confidence: Observations

- 96.5% of principals are confident that they understand and can use the teacher evaluation rubric in the evaluation process.

- 61% of teachers are confident that evaluators in their district can use the teacher evaluation rubric in the evaluation process.

- 88% of principals are confident that they can give clear feedback to teachers that is helpful in improving teaching and learning.

- 41.8% of teachers are confident that evaluators in their district can give clear feedback to teachers that is helpful in improving teaching and learning.

Confidence: Use of Student Learning In Evaluations

- 89% of Principals are confident that they understand, communicate and can use assessment results in the evaluation process and develop measurable and achievable student learning goals.

- 41% of teachers indicated confidence that their evaluators understand, communicate and can use assessment results in the evaluation process and develop measurable and achievable student learning goals.

Confidence: Relationship Between Teacher Evaluations and Professional Development

- 90% of Principals are confident that they can plan for, advise, and use professional development to improve teachers practice.

- 34% of teachers are confident that their evaluators can plan for, advise, and use professional development to improve teachers practice.

Factor Analyses: Underlying Constructs

- To enable more complete understanding and interpretation of the results a series of factor analyses were conducted to determine the presence of underlying constructs in the belief systems of Superintendents, Principals, and Teachers.

Underlying Factors: Beliefs

- Analysis of the results identified the following **three** factors related to superintendent, principal, and teacher beliefs about teacher evaluation:

  - Measuring student growth and achievement with validity and reliability.
  - Accurately assessing teaching and learning in an evaluation.
  - The new evaluation system, its relationship with compensation, professional development, and impact upon teaching and learning.
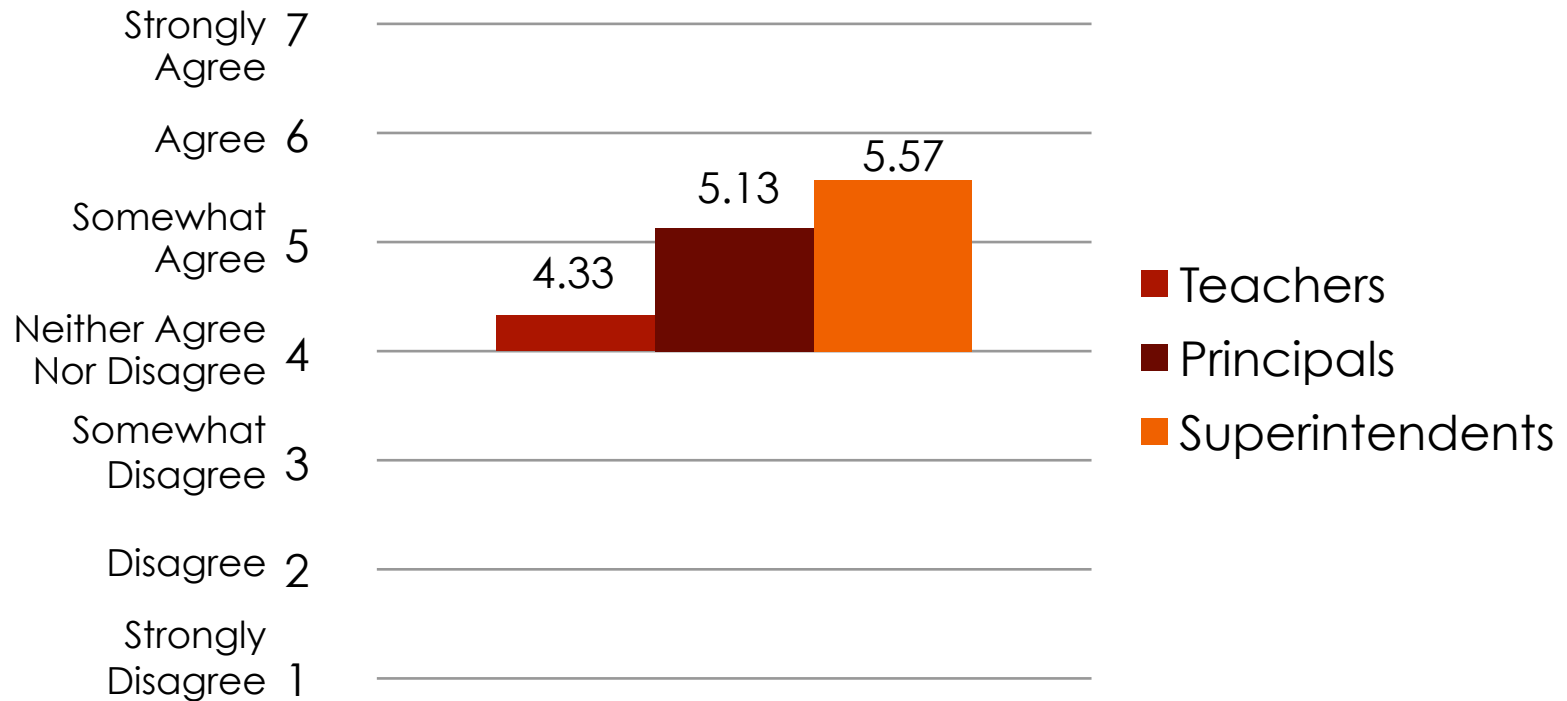
Superintendents, Principals, and Teachers differed *significantly* on their beliefs concerning whether the relationship between teaching and learning could be assessed accurately during the evaluation process.
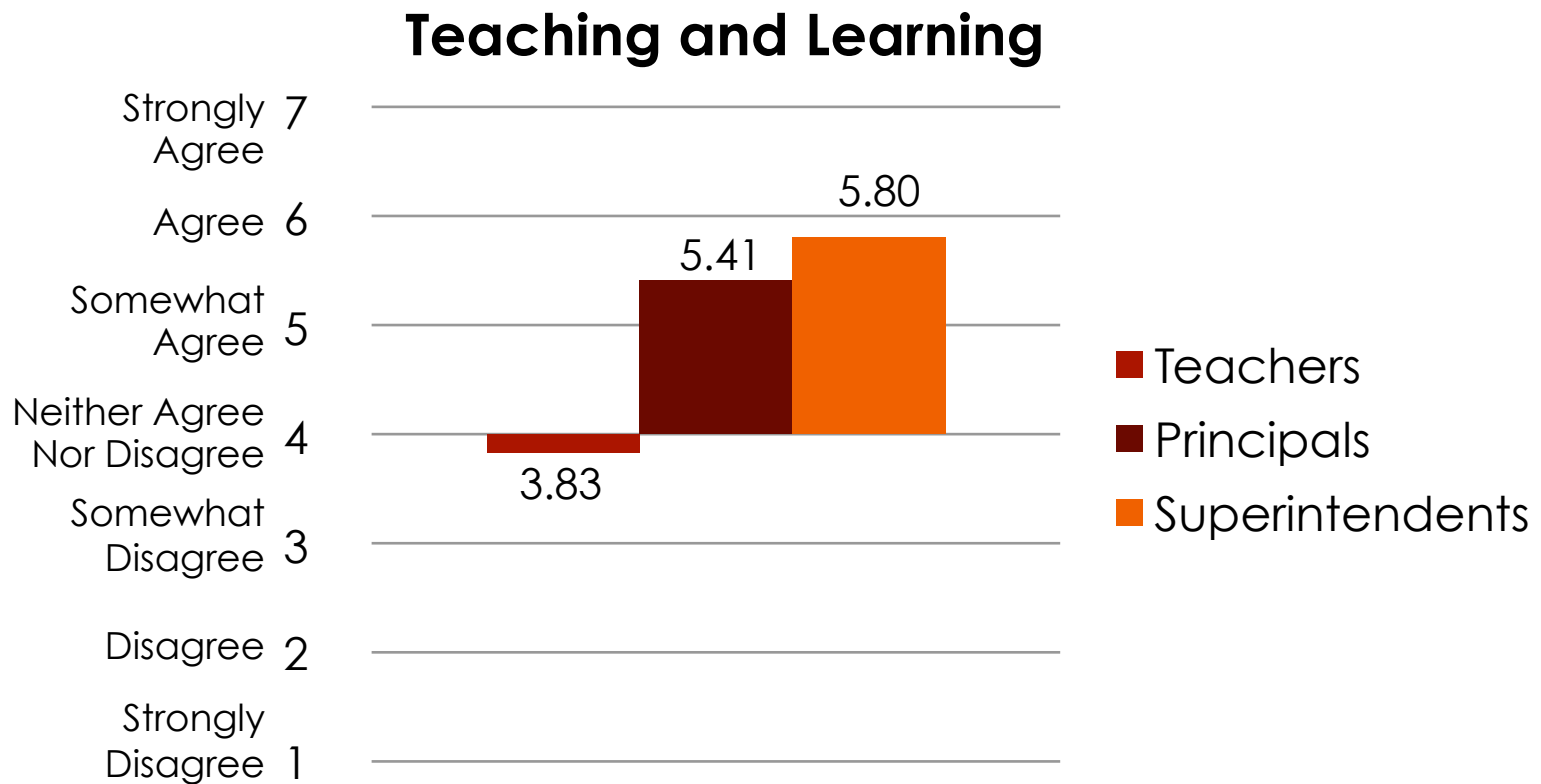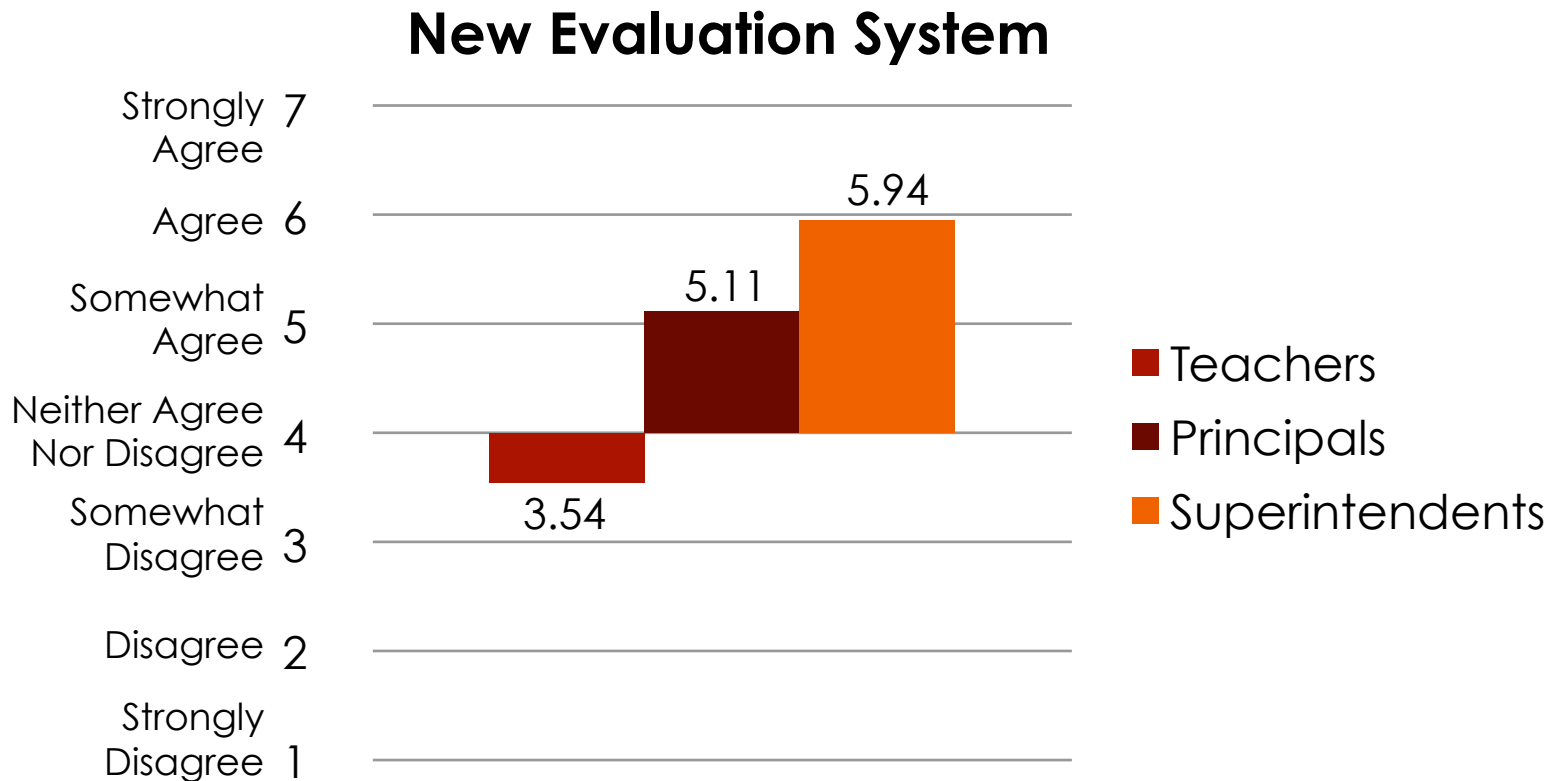
Teaching and Learning

Superintendents, Principals, and Teachers differed *significantly* on their beliefs concerning the valid measurement of growth and achievement.

Validity of Measurement

Chart showing mean agreement levels on a 7-point scale (1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Neither Agree Nor Disagree, 5 = Somewhat Agree, 6 = Agree, 7 = Strongly Agree):
- Teachers: 4.33
- Principals: 5.13
- Superintendents: 5.57

Superintendents, Principals, and Teachers differed *significantly* on their beliefs concerning the necessity of a "new evaluation" system, the relationships of the "new evaluation" system with compensation, student growth, and achievement, and its impact upon teaching and learning in their districts.

New Evaluation System

Rating	
Strongly Agree	7
Agree	6
Somewhat Agree	5
Neither Agree Nor Disagree	4
Somewhat Disagree	3
Disagree	2
Strongly Disagree	1

- Teachers: 3.54
- Principals: 5.11
- Superintendents: 5.94

Legend:
- Teachers
- Principals
- Superintendents

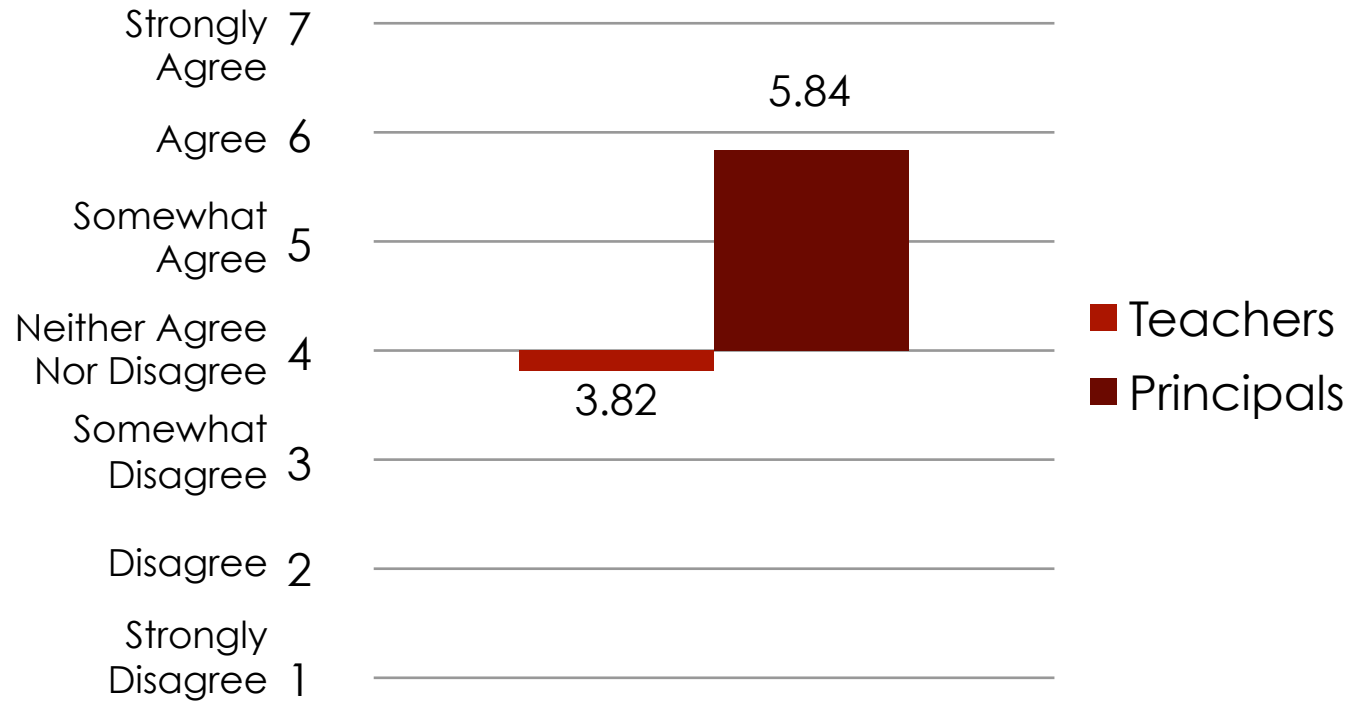# Teacher Demographics and Beliefs Factors

- Grades K to 3 held significantly more positive views of the validity of measures of student achievement and growth.

- Teachers with less than four years of teaching experience held significantly more positive views of the new evaluation plans than did every other teaching-experience group.

- Residence, e.g., location in the state, setting, e.g., urban, suburban, rural, length of plan implementation time, whether or not teachers were in a tested area, whether or not they taught special education, or ELL, did not make a difference in respondent's ratings on any of the three scales.
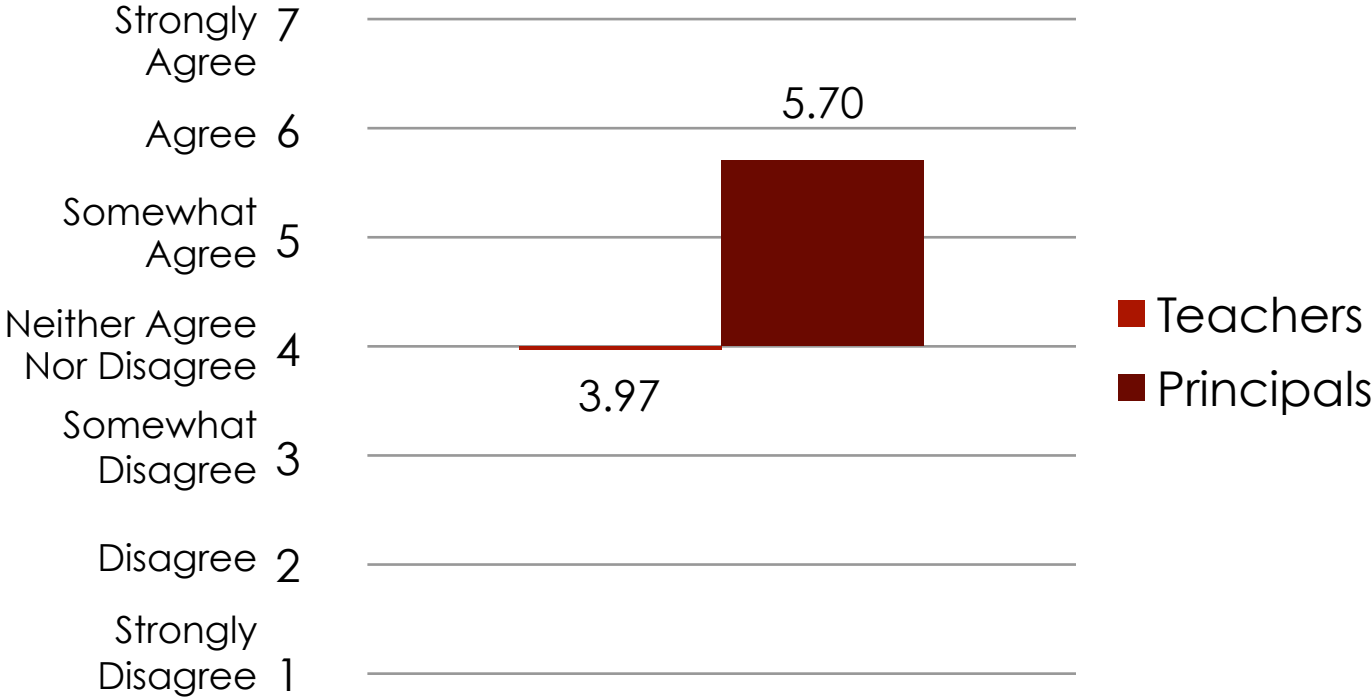
Underlying Factors: Confidence

- Analysis of the results identified the following **two factors** related to principal and teacher confidence about teacher evaluation:

  - ✓ **Confidence in evaluators' process knowledge** (Ability to conduct an effective and valid evaluation)
  - ✓ **Confidence in evaluators' procedural knowledge** (understanding the technical aspects of evaluation requirements)

Confidence in Evaluators' Process Knowledge

Legend:
- Teachers
- Principals

Values: 3.82 (Teachers), 5.84 (Principals)

Y-axis scale:
- Strongly Agree 7
- Agree 6
- Somewhat Agree 5
- Neither Agree Nor Disagree 4
- Somewhat Disagree 3
- Disagree 2
- Strongly Disagree 1

Confidence in Evaluators' Procedural Knowledge

■ Teachers
■ Principals

5.70
3.97

Additional Findings from Superintendent Survey

- 72.1% are using RISE or Modified RISE

- 70.8% are concerned about resources to conduct observations

- 70.9 are concerned about resources for evaluator training

- 86.7% are concerned about resources and support for professional development

- 95.8% are concerned about resources for increased compensation

- 71.5% are concerned about clear guidance on the evaluation law

- 50.9 % are supplementing their existing data management software package.

Conclusions

- Overall Superintendent and Principal responses suggest more positive beliefs about teacher evaluation than teacher responses.

- Principals are more confident in their ability to conduct teacher evaluations than are teachers.

- Teachers exhibit the greatest variability in their beliefs and confidence, however, they are not necessarily negative about all aspects of teacher evaluation.

- Teachers with 1-4 years of experience are more positive about the evaluation process, as are teachers who teach grades K-3.

- There is an opportunity to develop greater certainty and buy in from teachers concerning the evaluation process.

- There are important aspects of teacher evaluation where survey responses indicate agreement among Teachers, Superintendents and Principals.

Recommendations

- Develop a differentiated rating system for district Teacher Evaluation Plans to recognize plan quality in addition to compliance.

- Provide clear standards for plan development and implementation that go beyond compliance.

- Develop incentives for the development and implementation of plans that go beyond compliance.

- Provide resources and support for plan development and implementation with fidelity.

- Research plan development, implementation, and effectiveness across the state.

- Provide on-going evaluator and evaluation training for teachers and principals.

- Support the development and testing of common assessments for "non tested" personnel, especially at the secondary level.

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- INTASS Advisory Board

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