511 IAC 10-6-1 Definitions

Authority: IC 20-19-2-8; IC 20-28-11.5-8
Affected: IC 20-18-2-22; IC 20-28; IC 20-29-2-4; IC 20-31-4; IC 20-37-1-1

Sec. 1. The following definitions apply throughout this rule:

(1) "Category" means any one (1) of the four (4) categories in 20-28-11.5-4 *[IC 20-28-11.5-4]*.

(2) "Certified employee" has the meaning set forth in 20-29-2-4 *[IC 20-29-2-4]*.

(3) "Department" means the Indiana department of education.

(4) "Evaluator" has the meaning set forth in 20-28-11.5-1 *[IC 20-28-11.5-1]*.

(5) "Measures" means the student learning measures as described in section 4 of this rule.

(6) "Plan" has the meaning set forth in 20-28-11.5-2 *[IC 20-28-11.5-2]*.

(7) "Primary measure" means a measure used that is afforded more weight than other measures utilized in the objective data component of an evaluation plan.

(8) "School corporation" has the meaning set forth in IC 20-28-11.5-3.

(9) "Summative evaluation" means an evaluation for the purpose of making personnel decisions and for enhancing teaching effectiveness.

(10) "Teacher" has the meaning set forth in 20-18-2-22 *[IC 20-18-2-22]*.

(Indiana State Board of Education; 511 IAC 10-6-1; filed May 4, 1988, 8:30 a.m.: 11 IR 3036; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; errata filed Jul 11, 2005, 10:00 a.m.: 28 IR 3308; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; filed Feb 6, 2012, 3:05 p.m.: 20120307-IR-511110405FRA)

511 IAC 10-6-2 Plan development and adoption

Authority: IC 20-19-2-8; IC 20-28-11.5-8
Affected: IC 20-28; IC 20-31-4; IC 20-35-5; IC 20-37-1-1; IC 36-1-7

Sec. 2. (a) For implementation during the 2012-2013 school year, each school corporation shall develop or adopt a staff performance evaluation plan to evaluate the performance of each certified employee per IC 20-28-11.5-4.

(b) Any staff performance evaluation plan shall include the following performance level descriptors and definitions for category designation under the plan. A school corporation may supplement, but not replace, definitions of the performance level descriptors to appropriately reflect the selected or developed evaluation system.

(1) Highly effective. A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. 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 exceeded expectations for academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(2) Effective. An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. 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 achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(3) Improvement necessary. A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. 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 achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the department, which shall be published annually by August 1.

(4) Ineffective. An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. 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 achieved unacceptable levels of academic growth and achievement based on guidelines

suggested by the department, which shall be published annually by August 1.
(Indiana State Board of Education; 511 IAC 10-6-2; filed May 4, 1988, 8:30 a.m.: 11 IR 3036; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; filed Feb 6, 2012, 3:05 p.m.: 20120307-IR-511110405FRA)

511 IAC 10-6-3 Evaluator training
Authority: IC 20-19-2-8; IC 20-28-11.5-8
Affected: IC 20-28; IC 20-31-4; IC 20-35-5; IC 20-37-1-1; IC 36-1-7

Sec. 3. (a) Observation and analysis of teacher practice and student learning measures. Administrators and other administrator-designated individuals shall collect evidence throughout the school year to be used toward a summative evaluation.

(1) Any individual responsible for collecting evidence toward summative evaluations must be provided with training on how to collect and analyze evidence. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators' improvement in collecting and using evidence.

(2) An individual responsible for collecting evidence towards summative evaluations is not required to be certified in administration.

(b) Summative evaluations. Administrators and other administrator-designated individuals shall be provided training by the school corporation on evaluating evidence provided and shall be responsible for making a final summative evaluation.

(1) Any individual responsible for summative evaluations shall be provided with training on how to evaluate evidence and how to make a final summative judgment. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators' competence in collecting and using evidence.

(2) An individual responsible for summative evaluations is not required to be certified in administration but must have experience in observing and analyzing teacher practice and student learning measures.
(Indiana State Board of Education; 511 IAC 10-6-3; filed May 4, 1988, 8:30 a.m.: 11 IR 3036; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; errata filed Jul 11, 2005, 10:00 a.m.: 28 IR 3308; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; filed Feb 6, 2012, 3:05 p.m.: 20120307-IR-511110405FRA)

511 IAC 10-6-4 Evaluation measures
Authority: IC 20-19-2-8; IC 20-28-11.5-8
Affected: IC 20-28; IC 20-31-4; IC 20-35-5; IC 20-37-1-1; IC 36-1-7

Sec. 4. (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.

(c) Negative impact on student learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

(d) The department will provide guidance to districts on the best selection of assessments. *(Indiana State Board of Education; 511 IAC 10-6-4; filed May 4, 1988, 8:30 a.m.: 11 IR 3036; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; filed Feb 6, 2012, 3:05 p.m.: 20120307-IR-511110405FRA)*

511 IAC 10-6-5 Evaluation for professional development

Authority: IC 20-19-2-8; IC 20-28-11.5-8

Affected: IC 20-28; IC 20-31-4; IC 20-35-5; IC 20-37-1-1; IC 36-1-7

Sec. 5. Any evaluation plan adopted by a school corporation shall include:

(1) a minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation; and

(2) a defined timeline, process, and format for teachers to receive meaningful feedback towards growth opportunities to ensure that evaluations capture progress between the beginning and the end of the school year. Meaningful feedback shall include identified strengths and areas for improvement.

(Indiana State Board of Education; 511 IAC 10-6-5; filed May 4, 1988, 8:30 a.m.: 11 IR 3036; readopted filed Oct 12, 2001, 12:55 p.m.: 25 IR 937; errata filed Jul 11, 2005, 10:00 a.m.: 28 IR 3308; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; filed Feb 6, 2012, 3:05 p.m.: 20120307-IR-511110405FRA)

Rule 7. Beginning Teacher Internship Program (Transferred)

NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-7) to the Professional Standards Board (515 IAC 1-5) by P.L.46-1992, SECTION 19, effective July 1, 1992.

*