

Evaluation Best Practices

Conducting Observations and Evaluations in Remote and Hybrid Learning Environments

Collaborative Guidance from IDOE Offices of:

Leadership and Innovation

School Improvement

Social, Emotional, and Behavioral Wellness

Special Education

Teaching and Learning

#INspireEDleaders



@EducateIN

August 10

4:00-5:30 p.m. ET



Working Together for Student Success

Evaluation Best Practices

Agenda

| | |
|-----------------------|--|
| 4:00 - 4:05 PM | Welcome & Logistics RE |
| 4:05 - 4:25 PM | Indiana Legislative Requirements and Other Considerations RE |
| 4:25 - 4:40 PM | Focusing on a Shared Vision MB |
| 4:40 - 4:55 PM | Prioritizing and Communicating (Curriculum) JJ |
| 4:55 - 5:10 PM | Special Education Considerations NH |
| 5:10 - 5:25 PM | Flexibility and Self-Care CB |
| 5:25 - 5:30 PM | Q&A and Closing RE |

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Welcome and Logistics

- Please ensure you remain muted throughout the presentation.
- Please utilize the chat box for questions.
- For technical issues please utilize chat box and IDOE staff will help troubleshoot with you.

Evaluation Best Practices

Overview

IDOE's goal for this webinar is to provide meaningful guidance for school leaders who are tasked with the challenge of conducting observations and evaluations in remote and hybrid teaching and learning environments.

While some of the considerations may be things you have already planned for, we hope that you will have the opportunity to engage in reflective thinking to guide your decisions related to how you approach evaluations for the 2020-2021 school year.

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Indiana Legislative Requirements and Other Considerations

Evaluation Specific:

- HEA 1002 At-a-Glance
- [Staff Performance Plan Submission Memo](#) (due September 15, DOE Online)
- [Evaluation Plan Submission Coversheet](#)
- [FAQ Submission of Evaluation Plans](#)
- Temporary changes=no need to submit entirely new plan if approved locally

Related Topics:

- [Teacher Appreciation Grant Policy Submission](#)
- [Teacher Appreciation Grant Overview](#)

Evaluation Best Practices

Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 in the last legislative session:

IC 20-28-11.5-4 Conduct of evaluations

Each school corporation must develop or adopt a plan for annual performance evaluations for each certificated employee that meets the requirements or adopt any of the following models:

- (1) A plan using master teachers or contracting with an outside vendor to provide master teachers.
- (2) The System for Teacher and Student Advancement (TAP).
- (3) The Peer Assistance and Review Teacher Evaluation System (PAR).

A plan **must** include the following components:

- (1) Performance evaluations for all certificated employees, conducted at least annually.
- (2) Rigorous measures of effectiveness, including observations and other performance indicators.
- (3) An annual designation of each certificated employee: Highly effective, Effective, Improvement necessary, Ineffective.
- (4) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
- (5) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
- (6) A pre-evaluation planning session conducted by the superintendent or equivalent authority for the school corporation with the principals in the school corporation.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

In developing a performance evaluation plan, a school corporation **may** consider the following:

- (1) Test scores of students (both formative and summative).
- (2) Classroom presentation observations.
- (3) Observation of student-teacher interaction.
- (4) Knowledge of subject matter.
- (5) Dedication and effectiveness of the teacher through time and effort on task.
- (6) Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan.
- (7) Cooperation of the teacher with supervisors and peers.
- (8) Extracurricular contributions of the teacher.
- (9) Outside performance evaluations.
- (10) Compliance with school corporation rules and procedures.
- (11) Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

The plan **must**:

- (1) be in writing; and
- (2) be explained to the governing body in a public meeting; before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one. This discussion is not subject to the open door law ([IC 5-14-1.5](#)). The plan is not subject to bargaining, but a discussion of the plan must be held.
- (g) The evaluator shall discuss the evaluation with the certificated employee.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

IC 20-28-11.5-5 Conduct of evaluations

- (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.
- (b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

IC 20-28-11.5-6 Completed evaluation; remediation plan; conference with superintendent

- (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.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

IC 20-28-11.5-7 Instruction by teacher rated ineffective

- (a) This section applies to any teacher instructing students in a content area and grade subject to [IC 20-32-5-2](#) (for a school year ending before July 1, 2018), and [IC 20-32-5.1](#) (for a school year ending after June 30, 2018).
- (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 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.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

IC 20-28-11.5-8 State board actions; model plan; approval of plan by teachers

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

- (1) Adopt rules under [IC 4-22-2](#) that establish: the criteria that define each of the four categories of teacher ratings under section (4)(c)(3) of this chapter; standards that define actions that constitute a negative impact on student achievement; and an acceptable standard for training evaluators.
- (2) 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 department's model plan, or any other model plan approved by the department, without the state board's approval.

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially 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. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, 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 voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

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Indiana Legislative Requirements and Other Considerations

Indiana Code after the passing of HEA 1002 (Cont.):

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.

IC 20-28-11.5-8.5 Plan for performance evaluations not subject to bargaining; review of plans by the department and the Indiana employment relations board; requirement to present plans selected to the state board of education

A plan for performance evaluations under this chapter may be discussed, but is not subject to bargaining. Selection of a performance evaluation model is at the discretion of the school corporation, but the developed plan must be reported to the department and the Indiana education employment relations board in a timely manner, as established by the department. The department may review the plan for efficacy and the Indiana education employment relations board may review the plan for legality, and both may comment to the school corporation. The department shall annually present to the state board of education plans selected by the school corporations. The state board may recommend model plans to school corporations, but shall not mandate any plan.

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Indiana Legislative Requirements and Other Considerations

Indiana Administrative Code (State Board Rules) after the passing of HEA 1002:

511 IAC 10-6-3 Evaluator training

(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.

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Indiana Legislative Requirements and Other Considerations

Indiana Administrative Code (State Board Rules) after the passing of HEA 1002 (Cont.):

511 IAC 10-6-5 Evaluation for professional development

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.

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Indiana Legislative Requirements and Other Considerations

- Updated Definition of Negative Impact is pending with State Board of Education because it was previously connected to growth Measures for assessed grades, which is no longer required.
- Student Learning Objectives (SLOs) are no longer required by Indiana Code and are not included in RISE 3.0 summative evaluation calculations.
- RISE 3.0 summative options are 100 percent TER or 90 percent TER and 10 percent Other components (as allowed by Indiana Code (slide 7)).

Evaluation Best Practices

Focusing on a Shared Vision

Purpose of Evaluation

- Improve teacher quality
- Means to reinforce individual growth and improvement
- Identify those who need extra training
- Replicate successful practices

Presented By: Melissa Blossom



Evaluation Best Practices

Focusing on a Shared Vision

Clear expectations and supportive feedback

- Establish a system of observing and providing feedback
- Plan on-going training of the evaluation rubric ([RISE 3.0 Companion Example](#))
- Provide self-evaluation opportunities
- Analyze data to drive future professional development

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Feedback on Instructional Strategies

- Teaching is intensely personal - sometimes making feedback difficult.
- Start with the premise that the evaluation process is intended to improve learning outcomes for students.
- Feedback should be specific and relevant, with a clear action for improvement - exactly how we want teachers to give feedback to students.
- Focus more on the quality of instruction than on compliance.
- Consider the evidence you need to collect in a remote setting.

Presented By: Jennifer Jensen

Evaluation Best Practices

Domain 1: Purposeful Planning

- Teachers should be planning to accelerate learning, ensuring students are given the opportunity to learn grade level content.
 - Evidence - Sample lesson plans or digital demonstrate an emphasis on grade level content standards.
- Teachers should plan for “just in time” scaffolding rather than “just in case” remediation.
 - Evidence - Plans demonstrate a clear articulation of grade level standards and prior learning that is necessary for mastery.
- Prioritize standards by asking “What is the importance or purpose of this topic?” rather than “What topics need to be covered at this grade level?”



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Domain 2: Effective Instruction

- Teachers should engage students in academic content, utilizing the 6 C's of Deep Learning: Communication, Collaboration, Critical Thinking, Creativity, Character, and Citizenship (Fullan, 2017)
 - Evidence: Look for student opportunities to develop these 6 C's as you observe the lesson or review digital material.
 - Provide feedback to the teacher specific to these areas.
- Teachers must establish a virtual feedback loop in order to check for understanding and modify instruction.
 - Evidence: Clear methods and procedures for checking understanding (google forms or other tech tools).

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Gap Driven vs. Student Driven Approach

| | Gap Driven | Student Driven |
|-----------------|---|---|
| Goal | <ul style="list-style-type: none">● Find and fill gaps in student learning● Mastering discrete topics | <ul style="list-style-type: none">● Build community to learn with and from others● Building connections between previous concepts and new concepts |
| Focus | <ul style="list-style-type: none">● Baseline or diagnostic tests● Multiple choice tasks/tests● Use data to determine groupings | <ul style="list-style-type: none">● Investigating, problem solving, development of reasoning skills● Teacher is noticing student thinking, asking students probing questions, facilitating conversations |
| Teacher Beliefs | <ul style="list-style-type: none">● Gaps need to be filled before we can learn new things● Differentiated instruction means giving different students different assignments based on readiness | <ul style="list-style-type: none">● Students can learn new concepts with the right shared experiences● Differentiated instruction means providing open tasks that are accessible to all, notice student's thinking, then building conversations that facilitate important connections. |



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Special Education Considerations

- Understand that teacher responsibility for Special Education may look different than those in General Education.
- Conducting case conferences virtually as well as on-site.
- Providing accommodations to students both virtually and on-site.
- Make sure the teacher has the right tools to work with the students-accessibility for all students.

Presented By: Nancy Holsapple

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Flexibility and Self-Care

- Focus on how important it is to be as clear with expectations as possible while providing flexibility-now is not the time to hold to a hard line when we could be using this time as a prime opportunity to develop trust in evaluators that they are looking through a lens of support vs. a punitive lens.
- Self-care tips for teachers and evaluators

[Educator Wellness Infographic](#)

[Build A Caregiver Self-Regulation Plan](#)

Presented By: Christy Berger

Thank You.

Indiana Department of Education

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