

Updates from IDOE



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Objectives

By the end of this session, we will have discussed:

1. **Why:** are evaluations emphasized?
2. **What:** does the law say?
3. **How:** does this get implemented?
4. Questions



Why?

Supporting, developing, and keeping good teachers and principals

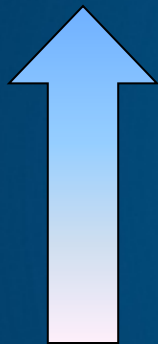
Holding principals and superintendents accountable for their role in that work



Support
Excellence

Develop
Excellence

Retain
Excellence



Quality Evaluations



WHAT is in Senate Enrolled Act 1?



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Performance Evaluations

Annual



Objective
Data



Multiple
Measures



Four
Categories **4**

Feedback
and PD



Compensation

| Old System | New System |
|------------|-----------------------------------|
| Experience | Experience |
| Degrees | Degrees |
| | PERFORMANCE |
| | INSTRUCTIONAL LEADERSHIP |
| | ACADEMIC NEEDS OF STUDENTS |

Locally developed and bargained



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Status Changes:

Probationary, Professional, and Established

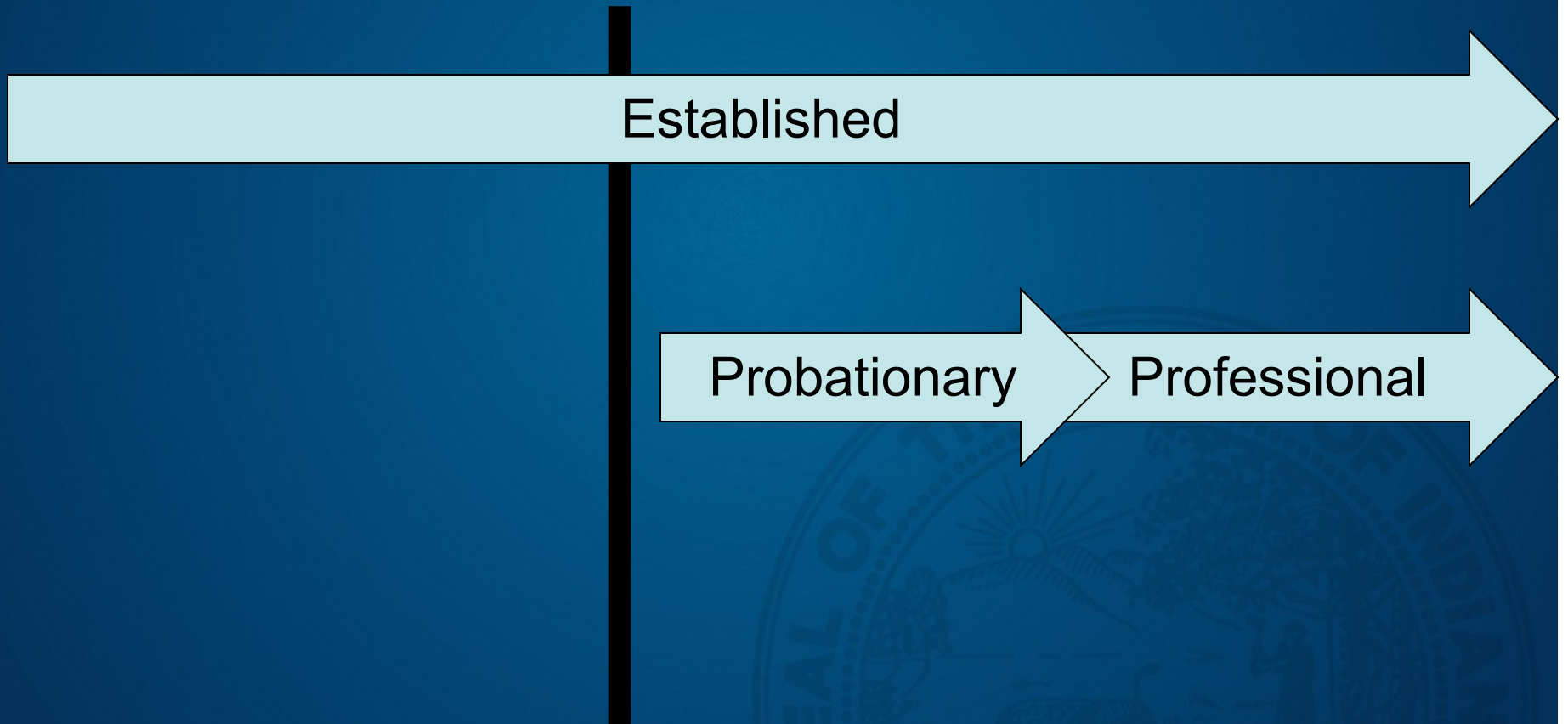
- July 1, 2012 – all teachers given a continued contract are **established**.
- July 1, 2012 – all new hires are **probationary**.
- Probationary teachers **EARN professional** status through pattern of effectiveness (3 effective or highly effective in any 5 year period).



Status Changes:

Probationary, Professional, and Established

July 1, 2012


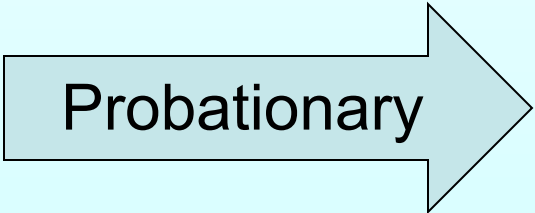


Status Changes:

- One ineffective or two consecutive improvement necessary ratings can lead to dismissal of probationary teacher.
- Professional status can be lost with one ineffective rating. These teachers move to probationary status.



Status Changes:

| STATUS | RATING | ACTION |
|---|---|-------------------------------------|
|  Professional | INEFFECTIVE | STATUS CHANGED TO “Probationary” |
|  Probationary | INEFFECTIVE (2) IMPROVEMENT NECESSARY | CONTRACT MAY BE CANCELLED |




Contract Changes:

- Contract cancelation can occur under the new contract cancelation section:
 - Immorality, insubordination, RIF, incompetence (two consecutive ineffective ratings or a combination of improvement necessary & ineffective ratings for three years in any five year period), neglect of duty, conviction/offense, other good/just cause.



Status Changes:

| STATUS | RATING | ACTION |
|--|--|--------------------------------------|
|  <p>Established</p> | <p>TWO CONSECUTIVE “Ineffective” -or- THREE YEARS out of FIVE receiving “Ineffective” or “Improvement Necessary”</p> | <p>CONTRACT MAY BE CANCELLED</p> |



RIF Changes

- After June 30, 2012, RIF determined on the basis of performance.
- In cases where there is a tie (same rating), any of the salary categories may be considered:
 - Experience/degrees, leadership roles, academic needs of students.



HOW is this
implemented?



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SUPPORT

TEACHER EVALUATION PILOT



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Pilot Goals

1. Create supports for implementation of evaluation systems;
2. Support locally developed systems;
3. Refine and apply the RISE system.



Evaluation Pilot

Six Corporations

| RISE | Alternative |
|------------------------------|--------------------------|
| Fort Wayne Community Schools | Beech Grove City Schools |
| Greensburg Community Schools | MSD Warren Township |
| Bloomfield School District | Bremen Public Schools |





- The State's model evaluation system
- A resource for schools:
 1. Ready to use
 2. Customizable
 3. An example
- Support from IDOE and The New Teacher Project: guidebook, training, pilot.



Pilot Timeline

- 2011-2012: Pilot
- January 2012: Release of RISE and mid-year pilot report
- June 2012: Release of final report
- School Year 2012-2013: Implementation of SEA01 Evaluations.



Additional Resources

1. Teacher and Leader Quality Field Specialists
2. Evaluation training sessions for corporations choosing to use the RISE evaluation system
3. Evaluation training sessions for ALL corporations
Focus on development, training trainers, training evaluators, and shifting the culture around evaluations.



SUPPORT

PERFORMANCE PAY STATE MODEL



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Performance Pay Model

OBJECTIVES:

1. A performance pay model demonstrating how factors work together.
2. A tool that can be adopted or modified by local corporations as part of a performance pay system.



Performance Instructional Leadership Academic Needs Experience & Education

Professional Pay System

Key Points:

- Factors are locally defined
- Subject to bargaining
- Not all factors are required
- State's model is not required



ACTION ITEMS

LOCAL CONVERSATIONS



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Local Conversations - Evaluations

- Multiple measures
 - What are the measures that would compile a complete picture of each teacher's classroom performance?
- Data
 - What student performance measures will give the most accurate and fair picture of a teacher's most important work – helping students learn?
 - How much weight should it have?
 - How many data sources do you have or want to use?
 - Do you treat all teachers the same? (tested/untested)



Local Conversations - Evaluations

- Evaluators
 - Who will collect the information? Can it be multiple people?
 - What capacity do you have?
- Evaluation processes
 - How many observations/walk throughs is enough?
 - How will you give feedback? Keep records? Tie the results to PD?



Local Conversations - Compensation

- Factors:
 - Which of the factors will be included? How will they be weighted? Definitions of instructional leadership and academic needs?
- Process:
 - What kind of model? Relationship to other systems?



Local Conversations - Partnerships

- Within the corporation:
 - Bringing together teachers, administrators, Associations, Federations, and other internal stakeholders.
- Outside the corporation:
 - Community members and parents, professional organizations, other school corporations, the department, and other external stakeholders.



Questions?

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