

# Overview of Educator Evaluation In Idaho

Where we have been and where we need to go...



# Overview of Educator Evaluation In Idaho

- Idaho's Educator Evaluation system has seen dramatic changes and improvements since 2008:
  - Teacher Performance Evaluation Task Force (2008-2009)
  - The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)
  - American Recovery and Reinvestment Act Phase II Reporting Guidance (2010)
  - Students Come First (2010)
  - The Administrator Evaluation Task Force and the work to adopt administrator evaluation standards (2012)
  - The Evaluation Capacity Task Force (2012)



# ESEA Waiver

- The ESEA Waiver Application was comprised of three Principles:
  - Principle 1: College and career-ready expectations for all students
  - Principle 2: State developed differentiated recognition, accountability and support
  - Principle 3: Supporting effective instruction and leadership



# How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

Requirement	Meets Requirement	Needs Addressed	Explanation
Evaluation system is used for continual improvement of instruction.	X		Required in IDAPA 08.02.02.120.
Evaluation system meaningfully differentiates performance using at least three performance levels.		X	Idaho currently only requires a system that identifies proficiency and those teachers in need of improvement.
Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys.		X	Was required by Students Come First.

# How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

Requirement	Meets Requirement	Needs Addressed	Explanation
SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures.		X	The Evaluation Capacity Taskforce has worked to develop guidance to monitor and support this but validity and reliability of observations must be addressed.
For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments.	X		Idaho's growth model based off of the Colorado Growth Model addresses this.

# How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

Requirement	Meets Requirement	Needs Addressed	Explanation
<p>For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to ELAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures.</p>		X	<p>Evaluation Capacity Taskforce and SDE staff have worked to develop a menu of options for measuring student growth in grades and subjects in which assessments are not required under ESEA.</p>
<p>Teachers and principals are evaluated on a regular basis.</p>		X	<p>Currently the number of evaluations is determined based on contract.</p>

# How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

Requirement	Meets Requirement	Needs Addressed	Explanation
Evaluation provides clear, timely, and useful feedback that guides professional development.	X	X	Required under IDAPA 08.02.02.120 but could be strengthened.
Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice.		X	Number of evaluations based on contract
SEA guidelines will likely result in differentiated professional development that meets the need of teachers.	X	X	Required in IDAPA 08.02.02.120 but could be strengthened.
Evaluation system will be used to inform personnel decisions.	X	X	Was required by Students Come First and is referenced in IDAPA 08.02.02.120.

# How does Idaho's Teacher Evaluation System Stack up to ESEA Requirements

Requirement	Meets Requirement	Needs Addressed	Explanation
The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system.		X	SDE has reviewed all teacher evaluation plans but we need a process for reviewing and approving both teacher and principal evaluations moving forward.
The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations.	X		Required by IDAPA 08.02.02.120.

# Back to the Drawing Board:

- With the repeal of the Student Come First Laws, Idaho no longer met the minimum requirements of the ESEA Waiver Application as it pertains to evaluation.
  - As a result, Idaho convened the Educator Evaluation Task Force.



# Purpose of the Educator Evaluation Task Force:

- To analyze the ESEA Waiver Requirements.
- Compare them to Idaho's current evaluation requirements and practices.
- Make recommendations to the State Board of Education and the Idaho Legislature on necessary revisions to Teacher and Principal Evaluation to bring Idaho in compliance with ESEA Waiver Requirements.
  - House Bill 317 Amending Section 33-513, 33-514, 33-515, Idaho Code.
  - IDAPA 08.02.02.120 and the addition of IDAPA 08.02.02.121



# Recommendations:

- Number of Evaluations:
  - The task force decided that all teachers and pupil personnel certificate holders would be evaluated once annually, no later than May 1<sup>st</sup>.
  - The one evaluation must include a minimum of two documented observations with at least one documented observation taking place prior to January 1st.
  - The formal documented observation being completed by January 1st will insure that any teachers needing to be put on a performance plan of assistance are identified early enough in the school year to do so.



# Recommendations:

- Percentage of evaluation based on growth in student achievement:
  - The task force decided that 33% of all certificated instructional staff, principals and superintendent evaluations would be based off of objective measures of growth in student achievement as determined by the board of trustees and based upon research with a percentage of that 33% being based off of growth in student achievement as measured by the Idaho Student Achievement Test.
  - Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.



# Recommendations:

- Student Achievement:
  - The task force decided that in calculating the 33% of student achievement, districts may choose to use both current and past year's data and may use one year or multiple years of data.
  - For new teachers who do not have data from previous years, the principal may work with that teacher to develop student growth goals for the students assigned to that teacher.



# Recommendations:

- Percentage of evaluation based on professional practice:
  - The task force decided that 67% of a teacher's and principal's evaluation would be based on Professional Practice.
  - For teachers, all measures included in the Professional Practice portion of the evaluation must be aligned to the Danielson Framework.
  - The measures included within the Professional Practice portion of the evaluation shall include:
    - A minimum of two documented observations annually with the first observation being completed by January 1<sup>st</sup>,
    - At least one of the following measures: parent/guardian input, student input or portfolios.



# Recommendations:

- Number of Performance Levels Used in Evaluation:
  - The task force decided that the state would adopt a minimum of three performance levels that shall be used to differentiate performance of teachers, pupil personnel certificate holders and principals.
  - Those performance levels are:
    - Unsatisfactory,
    - Basic,
    - Proficient.
  - Districts may choose to add an additional performance level at the discretion of the local board of trustees.



# Recommendations:

- Who can perform observations?
  - The task force decided that in addition to certificated administrators being able to perform formative observations, districts may choose to allow peer teachers to perform formative observations.
  - The results of that observation may be used in the overall summative evaluation.
  - Any peer that is authorized to perform observations must be trained in evaluation and must have completed the same proficiency assessment being required of all certificated administrators.



# Recommendations:

- Proficiency Assessment and Ongoing Professional Development for Evaluators:
  - The task force decided that all certificated administrators must demonstrate proof of proficiency by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.
  - In addition to proof of proficiency, districts must provide ongoing training and professional development on an annual basis to evaluators in the districts evaluation standards, tool and process.



# Recommendations:

- Standards for Principal Evaluation:
  - The task force decided to adopt the principal evaluation standards that had originally been recommended to the State Board of Education by the Administrator Evaluation Task Force in 2012.
  - Those standards are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.



# Timeline

- July 1, 2013:
  - Changes to teacher evaluation and new requirements for principal evaluation apply to any evaluation conducted on or after July 1, 2013.
- July 1, 2014:
  - Districts must submit their revised teacher and principal evaluation plans that incorporate changes and new standards to the SDE for approval.
- September 1, 2018:
  - Individuals assigned the responsibility for appraising or evaluating certificated instructional staff and pupil personnel performance must demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the SDE as a one time recertification requirement.



# Public Comment Period

- The public comment period related to the revisions of the teacher evaluation requirements and the addition of the principal evaluation standards and requirements has closed.
- 30 day Public Comment Period between April 24<sup>th</sup> and May 1<sup>st</sup>.
- 36 Public Comments were received.



# Recommended Changes Following the Public Comment Period

- **Both Teacher (IDAPA 08.02.02.120) and Principal (IDAPA 08.02.02.121)**
  - Replace statewide assessment language from “ISAT” to “Statewide Assessment for Federal Accountability Purposes.”
  - Add “parents” to list of stakeholders that should be involved in the development and ongoing review of evaluation models.
  - Delete the wording “if any” from the section of rule that is related to making personnel decisions based on evaluation.
    - Recommended by the US Department of Education to be in compliance with ESEA Waiver Guidelines.



# Recommended Changes Following the Public Comment Period

- **Teacher (IDAPA 08.02.02.120)**
  - Due to the potential transition from the ISAT to the SBAC Assessment next year, we are considering adding language to the rule that allows districts to pilot the use of Statewide Assessment for Federal Accountability Purposes during the 2013-2014 school year, with full implementation during the 2014-2015 school year.
    - Districts would still be required to adopt an evaluation system in which 33% of the evaluation is based off of growth in student achievement for the 2013-2014 school year, it just would not need to include ISAT or SBAC data.



# Recommended Changes Following the Public Comment Period

- **Principal (IDAPA 08.02.02.121)**
  - Consider piloting the new Principal Evaluation requirements during the 2013-2014 school year with full implementation during the 2014-2015 school year.
  - Add language to include “teacher input” as a multiple measure choice under the Professional Practice section.
  - Add language that requires principals to be evaluated at least once annually by May 1<sup>st</sup>.

