

2015-16 Teacher Evaluation Review

Blake Youde

Chief Communications & Legislative Affairs Officer

Idaho State Board of Education

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Section 33-1004B (14)

A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each evaluation component as outlined in administrative rule and the rating given for each component. The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed. The ratio of instructional staff evaluation to pupil service staff evaluations shall be equal to the ratio of the statewide instructional staff salary allowance to pupil service staff salary allowance. The state board of education with input from the Idaho approved teacher preparation programs and the state department of education shall identify individuals and a process to conduct the reviews. Administrator certificate holders shall be required to participate in ongoing evaluation training pursuant to section [33-1204](#), Idaho Code. The state board of education shall report annually the findings of such reviews to the senate education committee, the house of representatives education committee, the state board of education and the deans of Idaho's approved teacher preparation programs. The state board of education shall promulgate rules implementing the provisions of this subsection. (2016)

Evaluation Reviews

- Annually, the State Board of Education will oversee a review of teacher and pupil service staff evaluations
- The Board will randomly select a sample of administrators from across the State. A portion of each selected administrator's instructional staff and pupil service staff employee evaluations will be independently reviewed
- The Board will work with Idaho practitioners and the state's teacher preparation programs to conduct the review
- Purpose of the review is to determine if evaluations are being conducted with fidelity to the state framework for teaching evaluation

Evaluation Reviews

Why focus on evaluations?

- The movement of a teacher or pupil service staff member from cell-to-cell and rung-to-rung on the career ladder is based in part on the outcome of that staff member's annual evaluation
- A staff member's position on the career ladder determines salary apportionment (state funding)
- Section 33-1004B(15) requires school districts to annually report to the State Department of Education the data necessary to calculate whether each staff member has met the applicable compensation rung performance criteria

Statewide Framework for Evaluation

IDAPA .08.02.02.120

- Teacher evaluation requirements have been in state law and administrative rule since 2010 with only minor changes in 2013
- Each school district must adopt policies for teacher performance evaluations

Statewide Framework for Evaluation

IDAPA .08.02.02.120

- Each school district evaluation must be aligned to the state's framework, which is based on the Charlotte Danielson's Framework for Teaching (2nd Edition)
 - 4 domains, 22 components (minimum)
 - Each domain has 5 or 6 components
 - Scoring on a 3 or 4 point scale
- School district evaluation policies must also include:
 - Two observations
 - Parent or student input or teacher portfolio as evidence of professional practice
 - Student achievement must account for 33% of evaluation results
 - Summative score calculated and reported to the state by June 1
- District evaluation policies (and subsequent changes) must be submitted to the State Department of Education for approval
 - Districts may submit an evaluation framework that is a variation on the Danielson model, but there must be alignment with the 4 domains and 22 elements

Evaluation Review Methodology

- Random selection of 180 administrators who were active in 2015-2016
 - 180 of a total 897 active administrators equals 20%
 - Represented 77 local education agencies
 - Representative of the distribution of administrators across the state

Table 2. Random sample percentages

	Number of Administrators by Region	% of State Total		Administrators Chosen for Review	% of Sample Total
Region 1	103	11%		21	12%
Region 2	66	7%		13	7%
Region 3	368	41%		73	41%
Region 4	138	15%		28	16%
Region 5	77	9%		16	9%
Region 6	145	16%		29	16%
	n = 897			n=180	

- For each selected administrator, three randomly selected evaluations (with supporting documentation provided) conducted in 2015-16
 - Two instructional staff and one pupil service

Evaluation Review Panel

- Review panel consisted of 18 Idaho educators
 - Superintendents
 - District leaders
 - Principals
 - Faculty from educator preparation programs
 - Representative from the State Department of Education
 - Selected based on current knowledge and use of state's evaluation system and proficiency on Teachscape

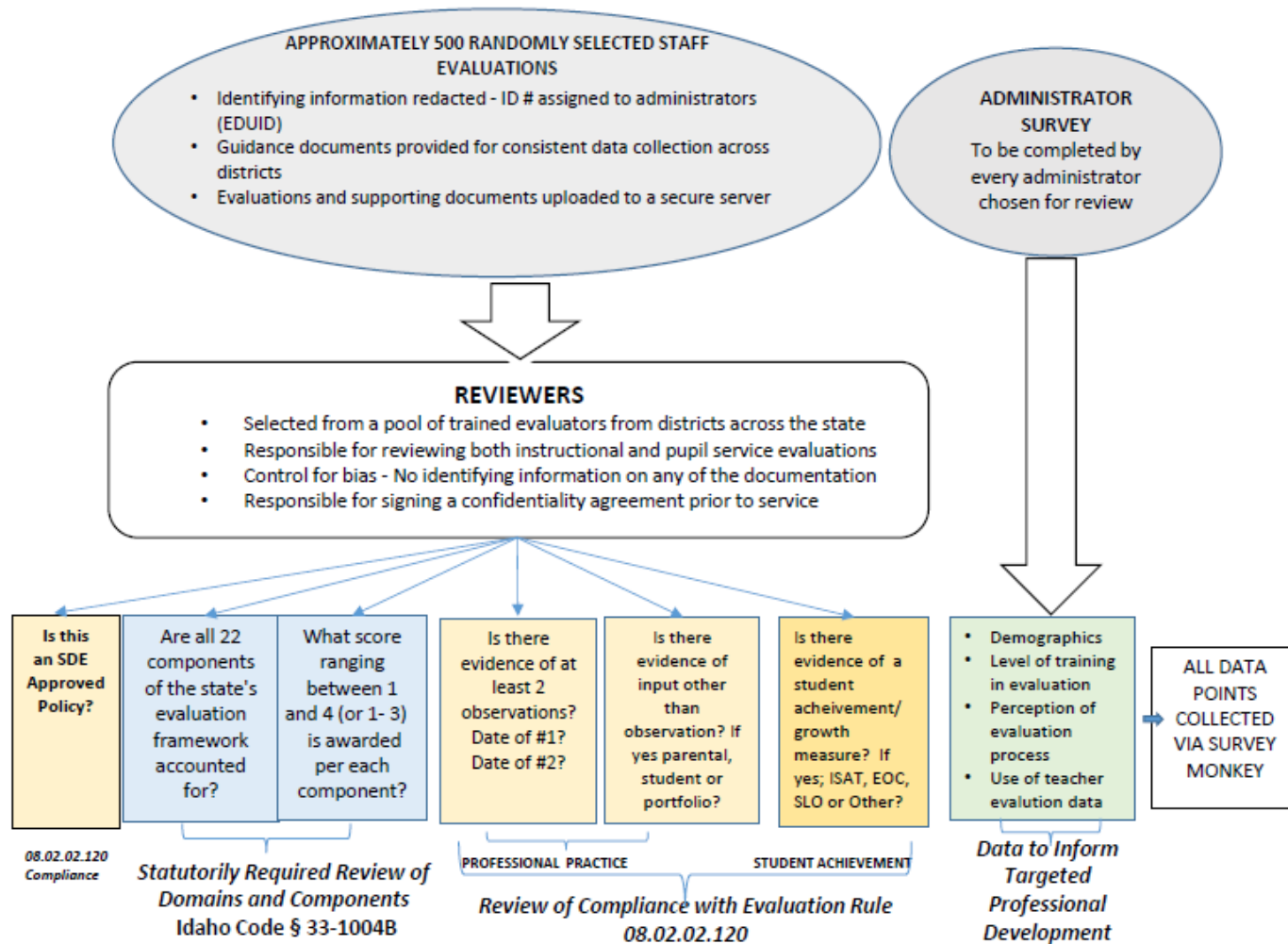
Evaluation Review Process

- Started with a three-hour review of evaluation criteria, state requirements and calibration activities
- Based on individual review of each submitted evaluation, tallied the total number, percentages and distributions of compliant elements in certificated staff evaluations submitted
 - Components of the state framework for evaluations
 - Dates of documented observations
 - Measures of professional practice
 - Student achievement
- Reviewed perceptions of selected administrators related to their preparedness in conducting evaluations and desire for additional training

Evaluation Review Methodology

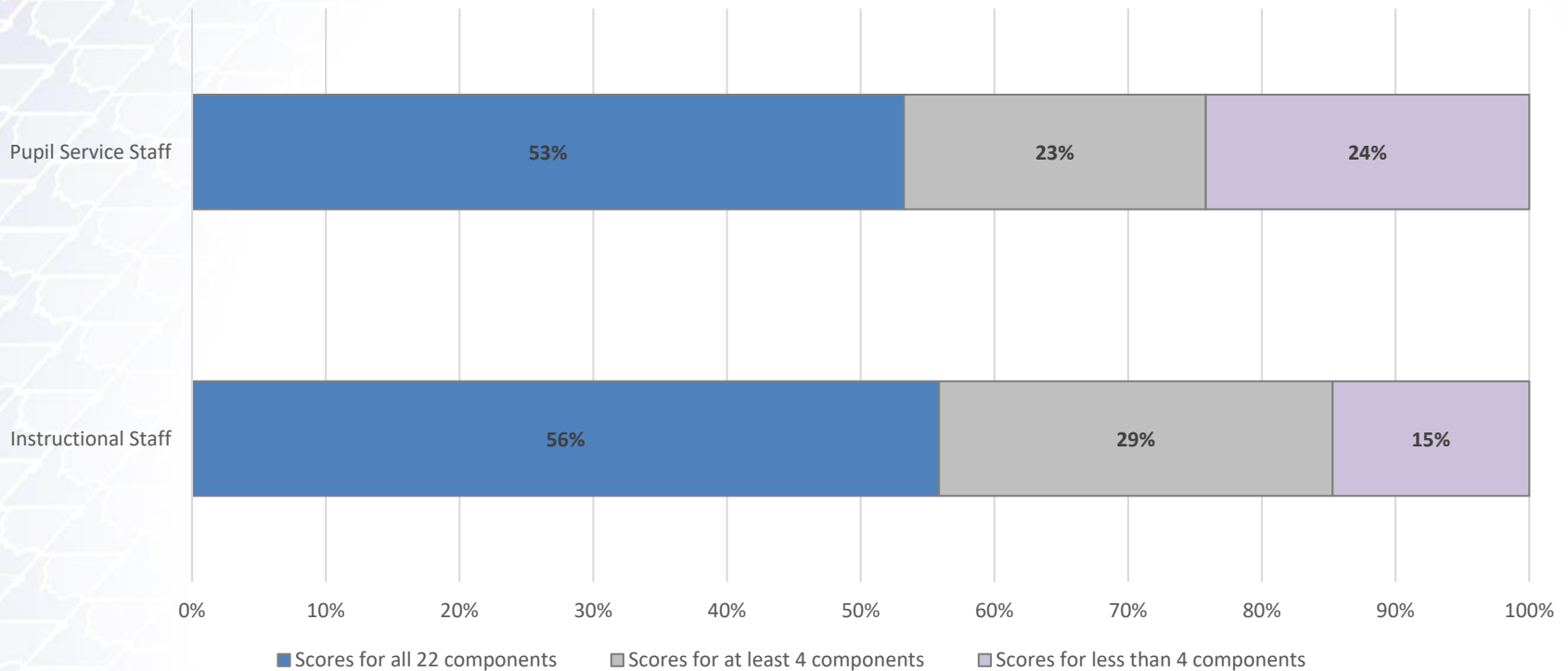
APPENDIX D. Data Collection Graphic

2015-2016 EVALUATION REVIEW - PHASE ONE
DATA COLLECTION



Findings

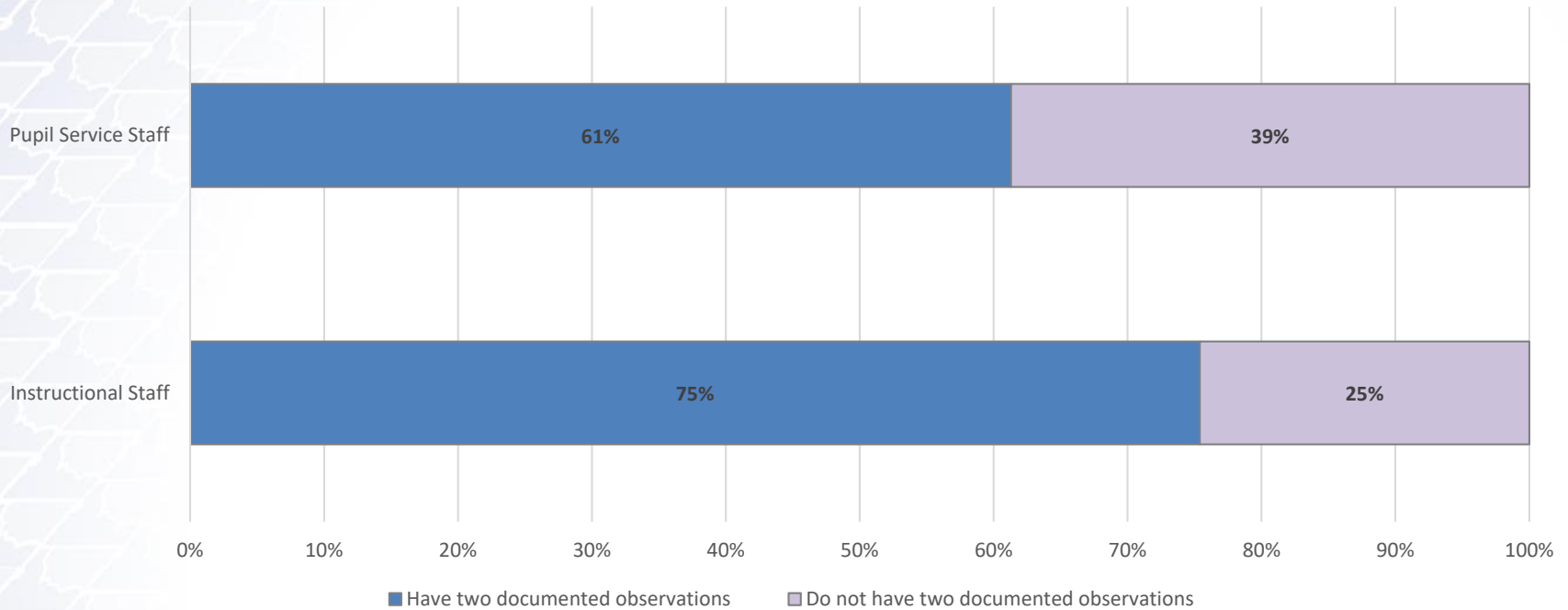
08.02.02.120.01 - Standards



Not infrequently, districts were very purposeful in rating fewer than 22 components, differentiating for new teachers vs. veteran teachers. In some cases, evaluations consisted of only 4 ratings – one summative rating for each of the 4 domains of practice. Of those evaluations that included less than 4 components, all were found to be incompliant in multiple areas.

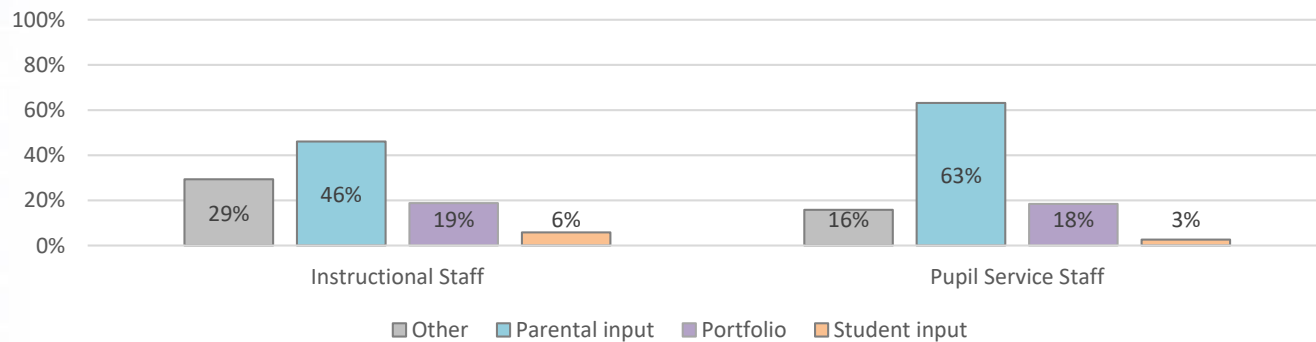
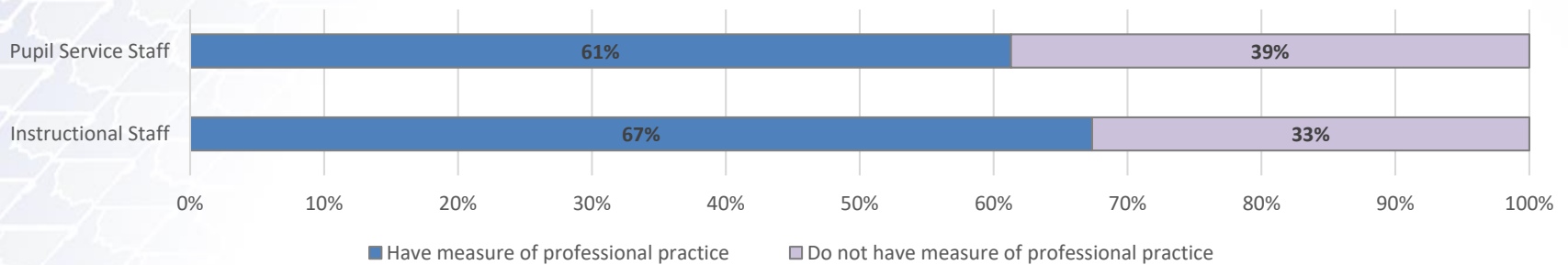
Findings

08.02.02.120.02-Professional Practice/Observations



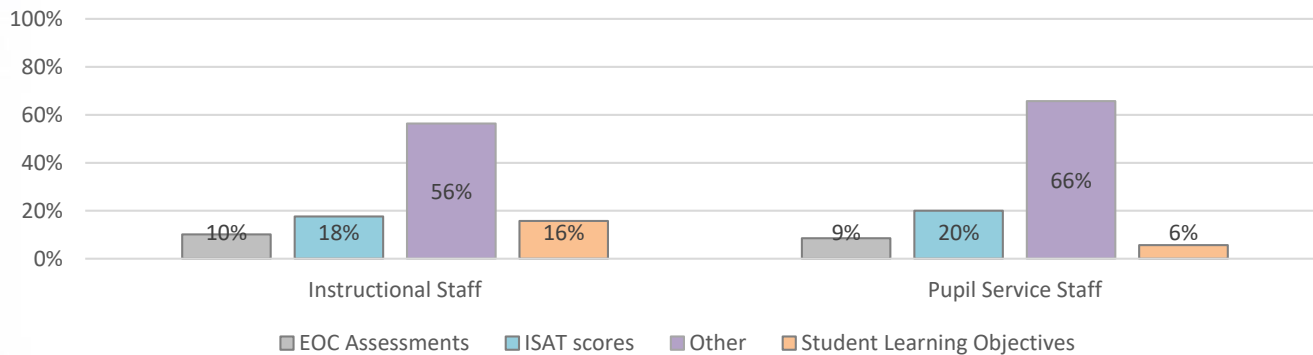
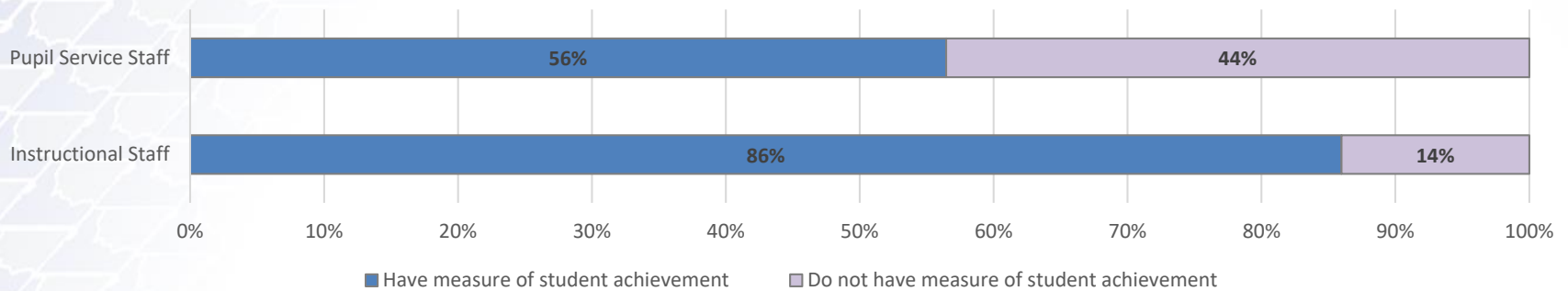
Findings

08.02.02.120.02 - Professional Practice/Other



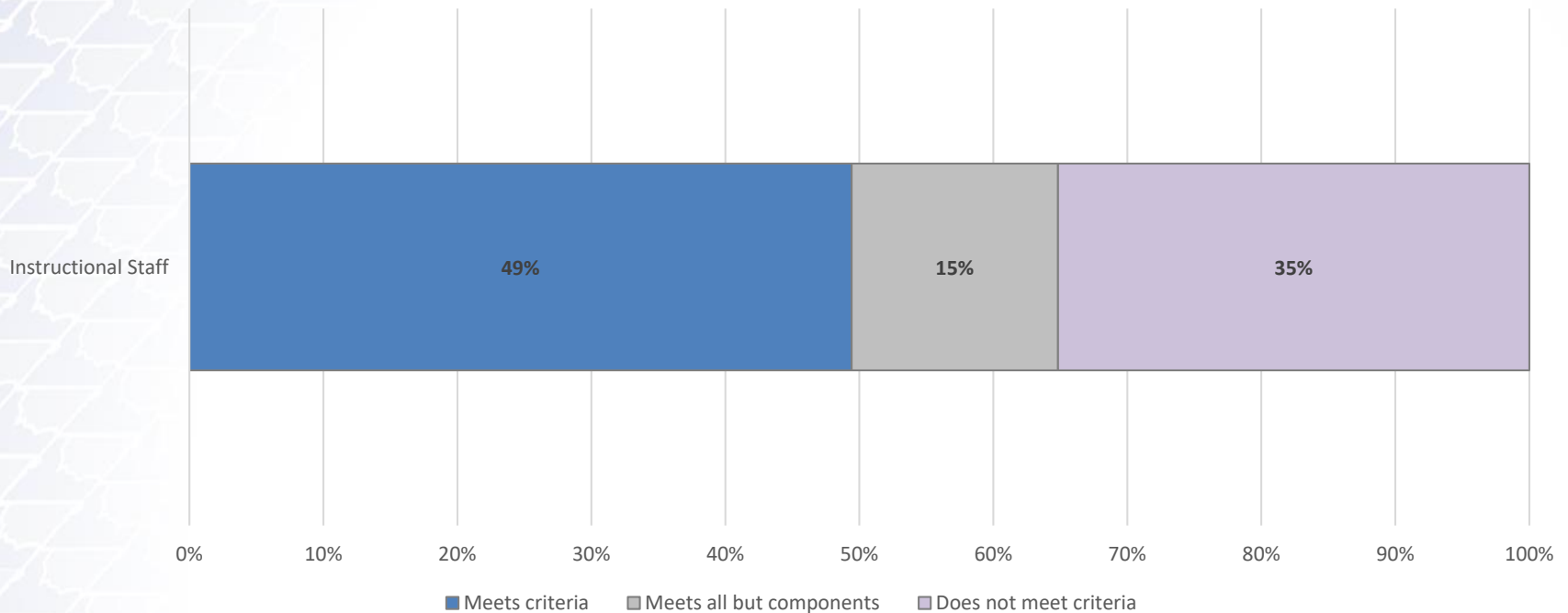
Findings

08.02.02.120.03 - Student Achievement



Findings

08.02.02.120 – Overall Compliance



IDAPA 08.02.02.120 requires evaluations to be based upon the minimum standards, which consist of 22 components divided across four domains specified within the rule. Administrative code does not specify whether evaluations must rate each individual component or each domain. In consideration of this, it is not unreasonable to consider a total of 64% of the evaluations qualify as compliant with the minimum standards.

Conclusions

- There is clear evidence of administrators' efforts to accurately evaluate teachers in Idaho
- There is not a common understanding of requirements for conducting evaluations
- Administrators are not hearing clear direction from the state
- Administrators desire additional training

Recommendations

- Amend IDAPA 08.02.02.120 to clarify areas identified during the review process, including expectations for pupil service staff evaluations
- Provide additional training to administrators on the evaluation policy requirements, as well as the domains and components that make up the statewide framework
- Provide a checklist of evaluation requirements and evaluation template
- Establish a plan and timeline for all school districts and charter schools that do not have a compliant evaluation system to come into compliance with the requirements
- Create an Evaluation Clearinghouse
- Restructure evaluation requirements to emphasize that the 22 domains of the framework must be included to serve as an annual “benchmark” of professional practice, but not the only means for reporting the summative evaluation.

