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## **STATE BOARD ANNOUNCES TEACHER EVALUATION REVIEW PROCESS**

*The announcement includes a description of the two-phase review process and FAQ.*

(Boise). The Idaho State Board of Education announced the process for reviewing teacher evaluations conducted by public school district and public charter school administrators during the 2015-2016 school year.

In 2016, the Idaho legislature directed the State Board to review teacher evaluations. The review process conducted by the State Board will be completely new and separate from the review of 2014-2015 teacher evaluations conducted by the State Department of Education and McREL International.

The new teacher evaluation review process will have two phases. The first phase will focus on a public school district's or public charter school's policies and process for conducting teacher evaluations during the 2015-2016 school year. In this phase, reviewers will examine whether the current policies and process employed at the local level were approved by the State Department of Education and in compliance with the state framework for teacher evaluations as set forth in Idaho Administrative Rule. This phase is expected to be completed with a report to the legislature, State Board of Education and deans of Idaho's educator preparation programs by February 15, 2017.

The second phase will focus on the content of the teacher evaluations. Idaho reviewers will examine: (i) the evidence used in scoring teacher evaluations; (ii) documenting in-class teaching observations; (iii) documenting progress in teacher individual professional learning plans; (iv) demonstrating growth in student achievement; and (v) demonstrating proof of professional practice as shown through parent or students input, or a portfolio of professional work. The report for this phase is scheduled to be completed by the end of April 2017.

A random sample of teacher evaluations conducted by 200 randomly-selected Idaho school administrators from across the state will be examined in the review process. The reviewers, all of whom will be from Idaho, are being recruited by the State Board from a pool of trained teacher evaluators spanning the elementary, secondary and higher education system.

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## HOW IT WILL WORK

### *Phase One*

The State Board of Education staff will randomly select 200 Idaho school administrators who were active during the 2015-2016 school year. Upon selecting the administrators, the process will be as follows:

- State Board staff will inform the public school districts and public charter schools of the administrators randomly chosen and request a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year. This list will be due back to State Board staff not later than January 9, 2017.
- State Board staff will randomly select at least two teachers and one pupil service staff person, as applicable, per administrator.
- On or before January 12, 2017, State Board staff will inform public school districts and public charter schools of the randomly selected staff members and request the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
  - Observations used to inform the staff members' summative evaluation.
  - Completed, summative annual evaluation to include the professional practice portion, as well as the student achievement section.
- Report findings of the review process to the legislature, State Board and deans of Idaho's educator preparation programs by February 15, 2017.

### *Phase Two*

Phase Two will require onsite visits to public schools and public charter schools. Of the evaluations reviewed in *Phase One*, approximately 10% of those will be subject to more in-depth focus on public school district and public charter school evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator, by component, as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the evaluation process and areas in which they would like more training. The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in Idaho. Districts will be notified of selection for an onsite review no later than January 31, 2017.

## FREQUENTLY ASKED QUESTIONS

***Q: What law directs the State Board of Education to conduct an annual review of teacher evaluations conducted by public school districts and public charter schools?***

**A:** Idaho Code § 33-1104B states, "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 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 State Board of Education shall report 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."

***Q: What are the state's requirements regarding public school district and public charter school policies for evaluating teachers?***

**A:** Current state requirements regarding public school district and public charter school policies for evaluating teachers have been in place since 2013. Per the Idaho Administrative Procedures Act (IDAPA) § 08.02.02.120, all public school districts and public charter schools are required to have policies in place regarding teacher evaluations. All public school district and public charter school policies must be aligned with the Charlotte Danielson Framework for Teaching Second Edition (commonly referred to as the “state framework for evaluation”). As provided in IDAPA § 08.02.02.120.08, every public school district and public charter school must submit their policies to the State Department of Education (SDE) for approval, and any subsequent changes to local policies must be submitted to the SDE for approval. Specifically, IDAPA § 08.02.02.120.05 states that at a minimum, the policies of a public school district or public charter school must include:

- A statement of purpose for why evaluations are conducted.
- Criteria upon which teachers will be evaluated. The State Board has identified the Charlotte Danielson Framework for Teaching Second Edition (commonly referred to as the “state framework for evaluation”) as the acceptable model for evaluating teachers. The Danielson Framework criteria is based on 22 elements divided across four domains. Public school district or public charter schools must use the Danielson Framework or one that is aligned to the Danielson Framework and its criteria. If the Charlotte Danielson Framework for Teaching Evaluation Second Edition is not employed at the local level as the professional evaluation framework, then a framework that can be proven by the public school district or public charter school to be aligned to the four domains and 22 components of Danielson may be used if approved by SDE.
- A list of the individuals who will be conducting the evaluations. Those individuals are required to have satisfactorily completed training before September 1, 2018, in conducting evaluations.
- Identification of the sources of data used to conduct the evaluations. This will include a minimum of two documented classroom observations, with at least one completed prior to January 1 of each year. The source of evidence of professional practice must also be identified (parent input, student input and/or a portfolio of professional work).
- A description of:
  - the procedure for conducting evaluations;
  - the method by which results of the evaluation will be communicated to each individual;
  - the available personnel actions resulting from an evaluation;
  - the available remediation, if needed;
  - the process by which a public school district or public charter school will monitor and evaluate its teacher evaluation system;
  - the plan for providing professional development for evaluators and the funding needed for the professional development; and
  - the plan for using data collected through teacher evaluations to inform teacher professional development.

- A description of the rating system used in the evaluation system to identify proficiency in the teaching system. The system must have a minimum of three rankings:
  - “1” – Unsatisfactory
  - “2” – Basic
  - “3” – ProficientA fourth rating of “Distinguished” may be used.
  
- A plan for including all education stakeholders in the development and ongoing review of the public school district’s or public charter school’s teacher evaluation plan.

***Q: What if my district does not use the Danielson Framework, but instead another State Department of Education-approved instrument?***

**A:** Though a public school district or public charter school may have an approved instrument other than the Danielson Framework, the data from that instrument must be aligned to Idaho’s model which requires reporting instructional practice according to a minimum of four domains consisting of 22 components. If the public school district or public charter school does not report the 22 components as part of the summative evaluation, please include the documents that were submitted to SDE providing evidence of alignment. Alignment is typically shown through a crosswalk illustrating how each of the public school district’s or public charter school’s evaluation components align to each of the Danielson components within the four domains of practice. These documents will be compared to the data provided by SDE to the State Board indicating the status of approval of public school district and public charter school policies for evaluating teachers.

***Q: What if my public school district or public charter school does not retain notes and evidence of the two observations that are required by IDAPA to be documented?***

**A:** Pursuant to Idaho Code § 33-518, “Each personnel file shall contain any and all material relevant to the evaluation of the employee.” Additionally, IDAPA § 08.02.02.120.07 states, “Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file.” It is therefore expected that supporting documents and/or records from staff observations would be kept on file. If this is not the case, public school districts and public charter schools should include a copy of their policy specifically related to the destruction of evaluation evidence and personnel records. The dates the classroom observations took place must be submitted, even if evidence of observations cannot be submitted.

***Q: Will a copy of district evaluation policy and Individualized Professional Learning Plans (IPLP) be included in the 2015-16 review?***

**A:** The focus of Phase One is on compliance, related to the required elements of professional practice and student achievement that inform a summative evaluation. Phase Two of the review – onsite visits – will broaden in scope. Reviewers will be collecting information on public school district and public charter school policy, the use of evaluation data, training needs, IPLP implementation, and other issues related to evaluation found in Administrative Rule.

While public school districts and public charter schools are not specifically required to implement IPLPs as part of their evaluation policies, pursuant to Idaho Code §33-1201(a), not doing so will prevent teachers on the *Residency rung* of the Career Ladder from being advanced to the *Professional rung*. Likewise, without an IPLP on file that documents a teacher’s growth over three years of professional learning, teachers will not be eligible for Master Teacher Premiums pursuant to Idaho Code and §33-1004I.

***Q: Who will conduct these reviews?***

**A:** Reviewers are being recruited from across the state from a pool of trained evaluators spanning the K-20 education system. They will review both instructional staff evaluations and pupil service evaluations. Each will sign a confidentiality agreement, and to further ensure privacy and control bias, identifying information will be redacted from all materials submitted prior to review.

***Q: Will my public school district or public charter school get the results this year?***

**A:** Absolutely. While Phase One is driven by statute related to the Career Ladder, the goal of the entire review is to identify strong practices in evaluation across the state, as well as opportunities for improvement to better support educators.

The State Board of Education is charged with the general supervision and governance of the public educational institutions and the public school system of the State of Idaho. To learn more about the Idaho State Board of Education, please visit [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

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