



INDIANA UNIVERSITY

The INTASS Teacher Evaluation Plan Rubric

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Version 2.0



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Dear Colleagues,

The Indiana Teacher Appraisal and Support System (INTASS) was established to assist school districts in effectively responding to Indiana's broad and ambitious reform of principal and teacher evaluation. Using a framework for planning based upon three guiding concepts and seven principles, INTASS created a planning process to ensure school districts not merely comply with the law, but rather, construct high quality systems that can help to improve teaching and learning.

INTASS uses a field-tested rubric in a collaborative process that recognizes the importance of district and school culture and climate in the successful implementation of change. It incorporates key decision points in the evaluation of teachers and the assessment of student learning to help districts develop and implement high quality teacher evaluation plans. The INTASS process incorporates the concepts of **Equity, Effectiveness and Efficiency** as fundamental to the development of high quality evaluation systems. **Equity** ensures a system that is fair to teachers and guarantees the opportunity for all students to benefit. **Effectiveness** in the system optimizes instructional excellence and academic achievement and provides teachers with high quality feedback for professional growth and the improvement of instruction. **Efficiency** ensures that the system is designed for consistent, comprehensive and manageable implementation in transparent and predictable ways.

These concepts guide a planning process to develop an evaluation system defined by the seven principles below:

1. *Fair and accurate evidence-based evaluations about the teaching and learning process.*
2. *Valid assessments of student growth.*
3. *Multiple measures to determine student learning.*
4. *Productive professional dialogue among teachers and administrators to ensure continuous improvement.*
5. *Methods and strategies to increase stakeholder confidence.*
6. *Procedures to address anomalies and inconsistencies in the implementation process.*
7. *Collegial decision-making and support for all stakeholders.*

These fundamental concepts and seven principles of the INTASS process form the basis for developing high quality teacher evaluation systems and are essential components in the INTASS teacher evaluation system rubric. We believe the rubric can support districts to 1) Develop high quality evaluation systems; 2) Monitor implementation of their evaluation systems; 3) Inform professional development and other teacher supports; 4) Assess the effectiveness of teacher evaluation systems and 5) Revise and improve evaluation systems with valid and reliable data. It is our hope that this rubric becomes a document that encourages professional conversations and collegial planning among all stakeholders.

Respectfully,
Hardy R. Murphy, Ph.D.
Sandi Cole, Ed.D.

Introduction and Purpose:

The primary purpose of the INTASS Teacher Evaluation Plan Rubric is to assist school districts in developing and implementing high quality teacher evaluation systems using the essential components of the INTASS teacher evaluation system rubric. The essential components, reached at the “Highly Effective” level, will help to ensure that a district has the capacity to facilitate building-level implementation that will have a direct effect on the success of their district teacher evaluation plan.

The Specific Purposes of the rubric are:

1. Develop high quality evaluation systems;
2. Monitor implementation of their evaluation systems;
3. Inform professional development and other teacher supports;
4. Assess the effectiveness of teacher evaluation systems and
5. Revise and improve evaluation systems with valid and reliable data.

Intended Participants

The INTASS Rubric is completed by a district leadership team (at least 3 individuals) with the support of a trained INTASS facilitator. School districts just launching efforts to develop teacher evaluation plans may use the rubric to guide the planning and development process. Districts that have been actively engaged in efforts to improve the capacity of the district to implement high quality teacher evaluation plans may choose to use the INTASS Rubric to conduct a “gap analysis” of their current plan, to build action plans and to assess if action plan efforts are being effective.

Preparation for Administration

Prior to launching the administration of the INTASS Rubric, the following should be in place:

1. District leadership team agrees to administration and the commitment of time.
2. Trained Facilitator guides the assembly of documents that will inform the use of the INTASS rubric: These may include: 1) Data sources to inform the “gap analysis” using the INTASS rubric; 2) Previously completed INTASS rubric forms if applicable; 3) Blank copies of the INTASS Rubric and scoring document (paper or electronic) accessible to all respondents

Timeframe for Completion

Given the importance of the process and the complexity of the items, the anticipated duration to complete the process is one to two days. Exact timeframe will depend on the number of individuals participating and the familiarity of the team with the instrument and the process. The first implementation typically takes more time than later administrations.

- a. A district using the INTASS rubric for the first time and using the data from the INTASS Rubric “gap analysis” to build an initial Action Plan should plan on up to two days to complete the process. If more time is needed, it is recommended that a follow-up meeting is scheduled
- b. A district using the INTASS rubric to assess current status and (1) the team has already done the DCA in the past, and (2) has an active action plan can plan on the process taking up to one day.

Outcomes

1. Summary report with identified areas of need.
2. Action plan that includes immediate and short-term activities.

INTASS Teacher Evaluation System Rubric

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
1.0 Intent and Philosophy/Belief Statements	<ul style="list-style-type: none"> • Philosophy, purpose and belief statements have been agreed upon. • A collaborative discussion process was used that included input from all stakeholders. • The belief statements have been clearly communicated to stakeholders. • The belief statements guide the district decision-making and operations. 	<ul style="list-style-type: none"> • Philosophy, purpose and belief statements have been agreed upon. • A collaborative discussion process was used that included input from all stakeholders. • The belief statements have been clearly communicated to stakeholders. 	<ul style="list-style-type: none"> • Purpose and philosophy of the teacher evaluation system have been discussed. • There are no belief statements. 	<ul style="list-style-type: none"> • Purpose and philosophy of the teacher evaluation system have not been discussed. • There are no belief statements.
2.0 Strategic Communication Plan				
<div style="background-color: #cccccc; width: 50px; height: 100%;"></div> <div style="padding-left: 10px;"> 2.1 <i>Communication structures</i> </div>	<ul style="list-style-type: none"> • Structures are in place and used to ensure timely communication of all aspects of the district's teacher evaluation plan. • Communication includes the rationale, purpose, progress and details of the district's plan. • Information is frequently updated. • The oversight committee monitors the effectiveness of the communication system. • Community stakeholders have been provided key information on the district's evaluation system. 	<ul style="list-style-type: none"> • Structures are in place and used to ensure timely communication of all aspects of the district's teacher evaluation plan. • Communication includes the rationale, purpose, progress and details of the district's plan. • Information is frequently updated. • The oversight committee monitors the effectiveness of the communication system. 	<ul style="list-style-type: none"> • Structures are in place to ensure timely communication of all aspects of the district's teacher evaluation plan. • Information is rarely updated. 	<ul style="list-style-type: none"> • There are no structures in place to communicate aspects of the district's teacher evaluation system.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
<p>2.2 <i>Process for stakeholder feedback</i></p>	<ul style="list-style-type: none"> • Multiple formats at all levels of the district are in place to ensure stakeholder feedback. • The district regularly solicits feedback from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. • The feedback is used to inform changes and revisions to the system. • There is a culture in the district that supports and encourages honest feedback on the evaluation system. 	<ul style="list-style-type: none"> • Multiple formats are in place to ensure stakeholder feedback. • The district regularly solicits feedback from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. • The feedback is not used consistently to inform changes or revisions to the teacher evaluation system. 	<ul style="list-style-type: none"> • Multiple formats are not in place to ensure stakeholder feedback. • The district rarely solicits information from key stakeholders on the effectiveness and efficiency of the teacher evaluation system. • The feedback is rarely used to inform changes and revisions to the system. 	<ul style="list-style-type: none"> • Stakeholder feedback is not solicited on the effectiveness and efficiency of the teacher evaluation system.
<p>3.0 Legislative Components</p>	<ul style="list-style-type: none"> • All legislative requirements are a part of the evaluation system. • All staff can articulate the requirements. 	<ul style="list-style-type: none"> • All legislative requirements are a part of the evaluation system. 	<ul style="list-style-type: none"> • Some of the legislative requirements are a part of the evaluation system. 	<ul style="list-style-type: none"> • The legislative requirements are not evident in the evaluation system.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
4.0 Process for Classroom Observations				
4.1 <i>High Quality Teacher Evaluation Rubric</i>	<ul style="list-style-type: none"> • A quality evaluation rubric is in place. • The rubric meets the criteria for a research-based, comprehensive observation tool. • The rubric is in use for all personnel who directly or indirectly support teaching and learning. • The rubric clearly describes components of ineffective and effective teaching that allow for clear feedback to improve teaching and learning. • Teachers have been provided training on the elements of the observation tool and demonstrate fluency with the rubric elements. • Teachers and their evaluators were involved in the selection, development and/or incorporation of the rubric in the evaluation plan. 	<ul style="list-style-type: none"> • A quality evaluation rubric is in place. • The rubric meets the criteria for a research-based, comprehensive observation tool. • The rubric is in use for all personnel who directly or indirectly support teaching and learning. • The rubric clearly describes components of ineffective and effective teaching that allow for clear feedback to improve teaching and learning. • Teachers have been provided training on the elements of the observation tool. 	<ul style="list-style-type: none"> • An evaluation rubric is in place. • The rubric does not meet the criteria for a research-based, comprehensive observation tool. • The rubric does not clearly describe components of ineffective and effective teaching. 	<ul style="list-style-type: none"> • There is not an evaluation rubric in place.
4.2 <i>Evaluators</i>	<ul style="list-style-type: none"> • Written procedures clearly identify selection criteria for evaluators. • Written procedures clearly describe who will evaluate teachers. • Evaluator roles and responsibilities are clearly defined and communicated. 	<ul style="list-style-type: none"> • Written procedures clearly identify selection criteria for evaluators. • Written procedures clearly describe who will evaluate teachers. 	<ul style="list-style-type: none"> • There is some evidence that the district has selection criteria for evaluators. • There are no procedures that describe who will evaluate teachers. 	<ul style="list-style-type: none"> • There is no evidence the district has developed procedures/criteria for selecting evaluators and informing teachers.

Plan Component	Highly Effective	Effective	In Need of Improvement	Ineffective
11.0 Professional Development	<ul style="list-style-type: none"> • Evaluation results are used to identify individual, school, and district-wide needs, identify district priorities; target professional learning, gauge teacher growth, and identify potential master teachers who could serve as mentors to new teachers. • Plans of assistance are clear and specific and identify the standards and elements for improvement. • Outcomes of PD activities are evaluated regularly to determine if efforts have improved teacher practice. • There exists a culture in which the purpose of teacher evaluations is for continued growth and improvement. • Training has been provided to all teachers on all aspects of the district's teacher evaluation system. 	<ul style="list-style-type: none"> • Evaluation results are used to identify individual, school, and district-wide needs, target professional learning, gauge teacher growth, and identify potential master teachers who could serve as mentors to new teachers. • Plans of assistance are clear and specific and identify the standards and elements for improvement. • Outcomes of PD activities are evaluated regularly to determine if efforts have improved teacher practice. 	<ul style="list-style-type: none"> • Evaluation results are used to identify only teachers in need of assistance. • Plans of assistance are not clear or specific. 	<ul style="list-style-type: none"> • There is no link between teacher evaluation data and district, school or individual professional development. • There is not a process in place for plans of assistance.