IN-TASS: Indiana Teacher Appraisal and Support System
The Indiana Teacher Appraisal and Support System (IN-TASS) was created using a framework from the Evanston, Illinois, District 65 teacher appraisal system.

**A flexible and collaborative process**

IN-TASS employs a flexible and collaborative process to advise districts as they work with stakeholders to design a teacher appraisal system that meets and exceeds the requirements of Indiana legislation. IN-TASS identifies key decision points in the creation of a system that not only assesses, but supports, effective teaching. IN-TASS does not recommend a single “model” but provides guiding questions, makes recommendations regarding best practices, and facilitates reflective conversation as districts design systems that best meet their needs.

**Support for school district leadership**

The IN-TASS process helps districts create:

- A system that ensures fair and accurate judgments about the teaching and learning process.
- A system that enables valid judgments/assessment of student growth.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
- A system that creates confidence and support for all stakeholders.
- A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
- A system that incorporates collegial decision-making.

The process is designed to engage school district leadership teams in a reflective conversation regarding the key components of quality evaluation plans.
The IN-TASS process leads district teams through facilitated discussions and training on major decision points for plan development. The table below illustrates the elements of this process.

## Elements of a Quality Evaluation Plan

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<th>Plan Component</th>
<th>Key Elements</th>
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| Understanding of Intent and Philosophy of Teacher Appraisals | • Purpose of Teacher Evaluations  
• Ensuring Stakeholder Investment  
• Strategic Communication Plan  
  1. Core Belief Statements for Teacher Evaluation  
  2. Process for Gathering Feedback  
  3. Process for Disseminating Information in Development and Implementation Stages |
| Components of Evaluation System                     | • Legislative Requirements  
• Scope of System (For whom does the system apply?)  
• Weight of Measures  
  1. Percentage for Student Learning Data  
  2. Percentage for Instructional Process Data  
• Selecting Instructional Process Measure  
  1. Observation Process  
  2. Standards for Evidence  
• Selecting Student Learning Measures  
  1. Fundamental Principals of Quality Assessments  
  2. Process for Selecting and Creating Measures  
  3. Considerations for Varied Structures and Circumstances  
• Converting Measures to Teacher Ratings  
• Scoring/Summative Conference  
• Definitions and Forms |
| Data Integrity and Transparency                      | • Process for Collecting, Analyzing and Storing Data  
• Linking Data to Teachers  
• Data Validation  
• Use of Data |
| Professional Development                             | • Training for Evaluators and Teachers  
• Plan to Support New and/or Struggling Teachers  
• Linking Evaluation Data to District Professional Development |
| Evaluating the System                                | • Plan for Gathering Feedback  
• Data Analysis of District/School Evaluation Data  
• Process to Resolve Discrepancies/Anomalies |
“IN-TASS has provided sound fundamental guidance and suggestions in a time of uncertainty. Participation in the training sessions has helped us sort through the vast variety of options open to schools and select those with the most merit for inclusion into a new plan.”

Teachers’ Association President

“The resolution of initial concerns in the development phase and what has been learned over a 3-year period in the implementation of our appraisal system offer insights into the belief systems of teachers and administrators and how a profession whose judgments of practitioner effectiveness historically anchored in the security of instructional inputs and teacher processes may successfully venture into the challenging world of students’ learning outcomes and their measurements.”

Dr. Hardy Murphy, Superintendent, Evanston-Skokie School District 65, IN-TASS Consultant

“IN-TASS has allowed us to define our core beliefs for student and teacher expectations. The collaboration we have had has brought forth a new perspective on teacher evaluation. It has allowed us to have very open and honest discussions regarding our thoughts on the qualities that a teacher needs to be exemplary. I am confident that, at the completion of this process, we will have an evaluation model that is very effective because of the collaboration that went into the development of our local plan.”

High School Principal

“To learn more about IN-TASS, contact: Sandi Cole Ed.D., Director Center on Education and Lifelong Learning (812) 855-6508 or cmcole@indiana.edu