

Review of Certificated Staff Evaluations

Idaho Senate Education Committee

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Overview

- Review of Criteria and Methods
- Findings
- Administrator Requirements 2013-2018
- Evaluator Proof of Proficiency/Training
- Recommendations Implemented

Review of Criteria and Methods

Criteria and Methods

- Pursuant to Section 33-1004B(14), Idaho Code, a review of a sample of teacher evaluations must be conducted annually.
- Criteria for completing evaluations of certificated personnel in IDAPA 08.02.02.120 include:
 - Use of the state framework which is comprised of 22 components;
 - Two documented observations, the first conducted prior to January 1;
 - A measure of professional practice such as portfolio or student/parent feedback, and;
 - District/teacher selected measure of student performance.
- Phase One and Phase Two methods mirrored the 2015-2016 Review

DATA COLLECTION

RANDOMLY SELECTED ADMINISTRATORS FROM IDAHO PUBLIC SCHOOL DISTRICTS

- Administrators provide evaluations representing a variety of certificated staff (self-selected during onsite visits to display a range of performance levels)
- Evaluations and supporting documents reviewed (onsite reviews included qualitative data collection: discussion of practice, support, and needs)
- All identifying staff information redacted for confidentiality in all cases

ADMINISTRATORS AND TEACHER SURVEYS Completed to capture multiple perspectives and needs assessment

REVIEWERS

- Practitioners with verified knowledge of Idaho's evaluation requirements
- Responsible for signing a confidentiality agreement prior to service
- During onsite reviews, recorded feedback from both district leaders and administrators on challenges and strengths related to evaluation

Is this an SDE Approved Policy?

IDAPA RULE 08.02.02.120 Compliance

Are all 22 components of the state's evaluation framework accounted for?

Statutorily Required Review of Domains and Components
Idaho Code § 33-1004B

What score ranging between 1 and 4 (or 1- 3) is awarded per each component?

Is there evidence of at least 2 observations?
Date of #1?
Date of #2?

PROFESSIONAL PRACTICE

Is there evidence of performance other than observation? If yes; parental, student, or portfolio?

Is there evidence of a student achievement/growth measure? If yes; ISAT, EOC, SLO or Other?

STUDENT ACHIEVEMENT

Review of Compliance with Evaluation Rule
IDAPA 08.02.02.120

Alignment of practice to rule
Perception of accuracy/fidelity in evaluation
Use of teacher evaluation data
Needs assessment

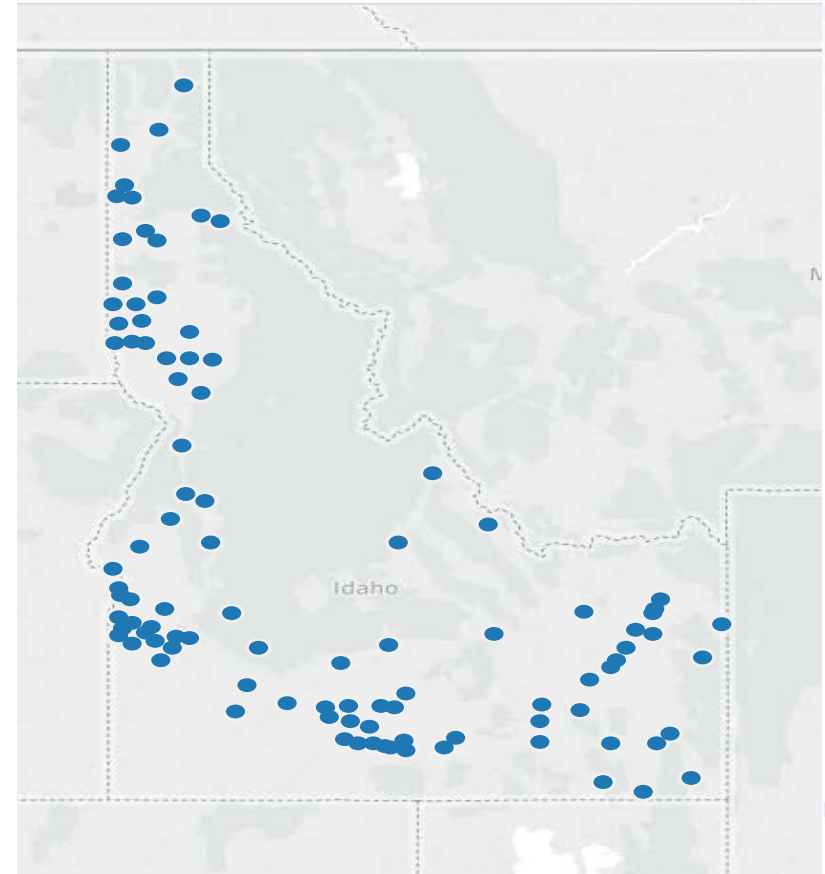
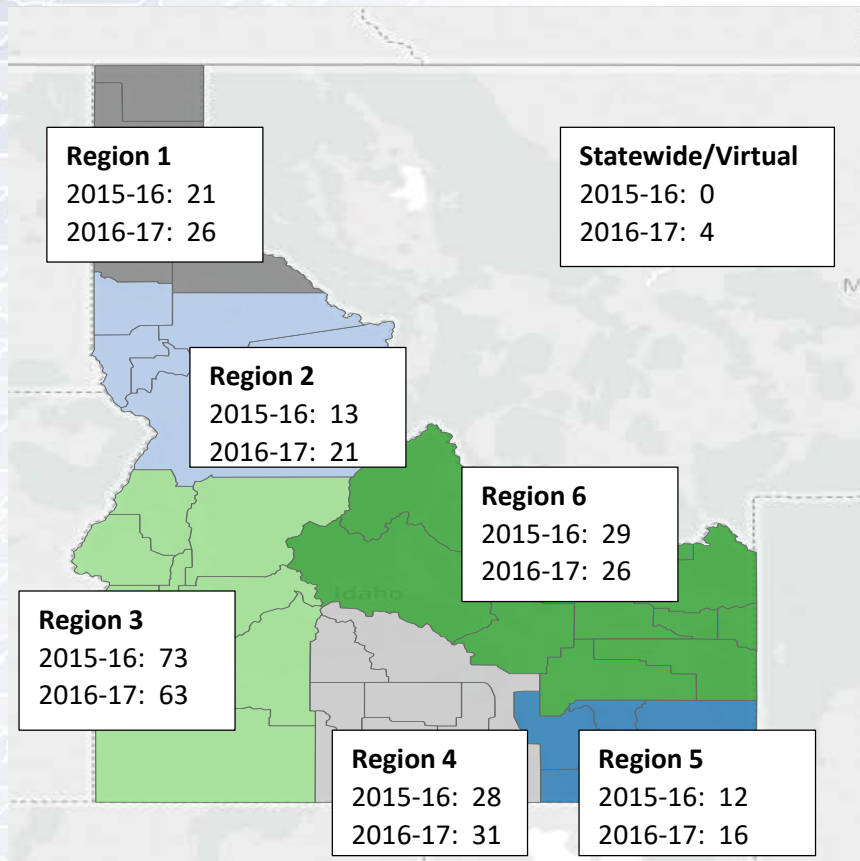
Data to Inform Clarity of Process and Fidelity of Practice
Idaho Code § 33-1004B and Evaluation Rule 08.02.02.120

ALL DATA POINTS COLLECTED VIA SURVEY MONKEY

Population and Data Sources

- 194 administrators randomly selected for review
- Sample of administrators purposefully represents the distribution of school administrators across the state of Idaho, including virtual schools
 - **Phase One:**
 - 808 files containing evaluations conducted on certificated staff
 - Survey designed to gauge individual perception of preparedness in conducting evaluations, and level of desire for additional training among administrators (n= 154)
 - **Phase Two:**
 - 48 administrators randomly selected for further on-site file review
 - Anonymous, voluntary survey for teachers designed to gauge perception of evaluation implementation, and level of desire for additional training among teachers (n=252)

Districts with Administrators Reviewed 2015-16 and 2016-17



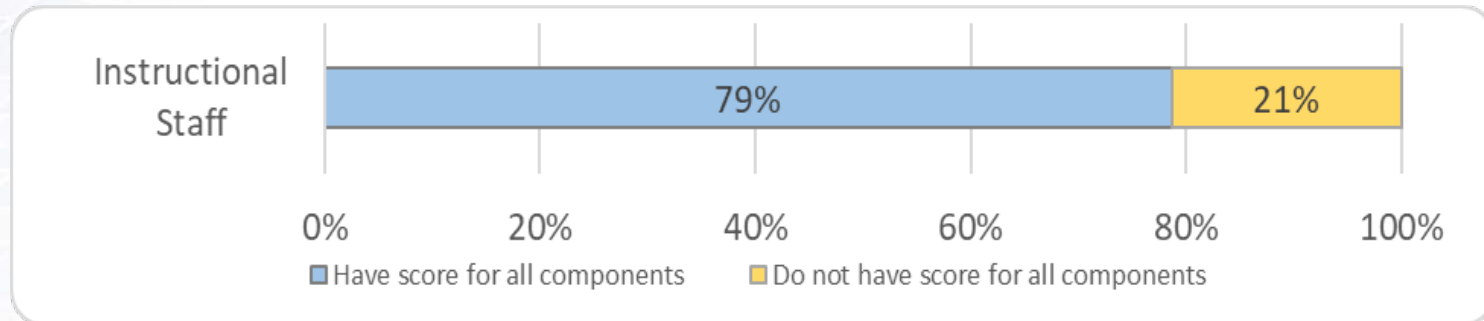
Findings

**2016-17 Evaluations
compared to
2015-16 Evaluations**

Desk Review Findings FY17

08.02.02.120.01 - Standards

*Evaluations in which all 22 components of the framework standards were rated
(n=785)*

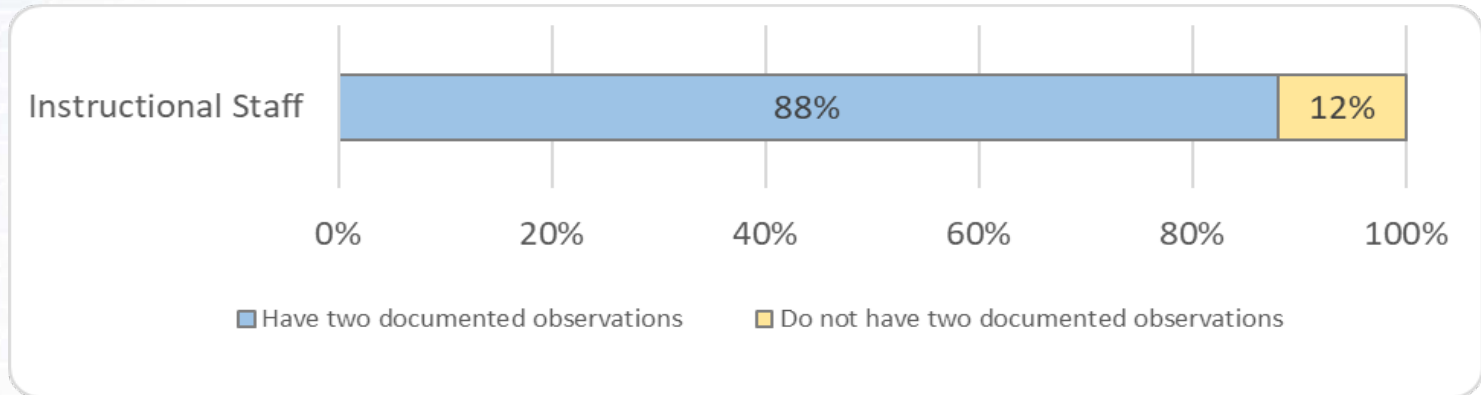


Compliance in scoring all components for instructional staff increased to 79% from the 59% found in the 2015-16 Evaluation Review.

Desk Review Findings FY17 (continued)

08.02.02.120.02-Professional Practice/Observations

Evaluations based upon a minimum of two documented observations (n=785)

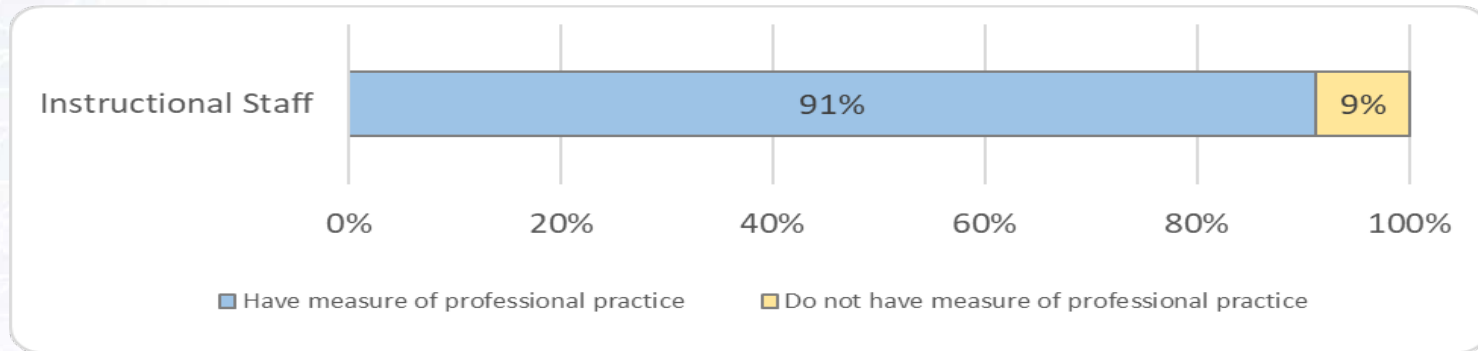


Recent Evaluation Review shows an increase in compliance, up to 88% from 74% found in 2015-16 Evaluation Review.

Desk Review Findings FY17 (continued)

08.02.02.120.02 - Professional Practice/Other

Evaluations including at least one district selected measure of performance (n=785)

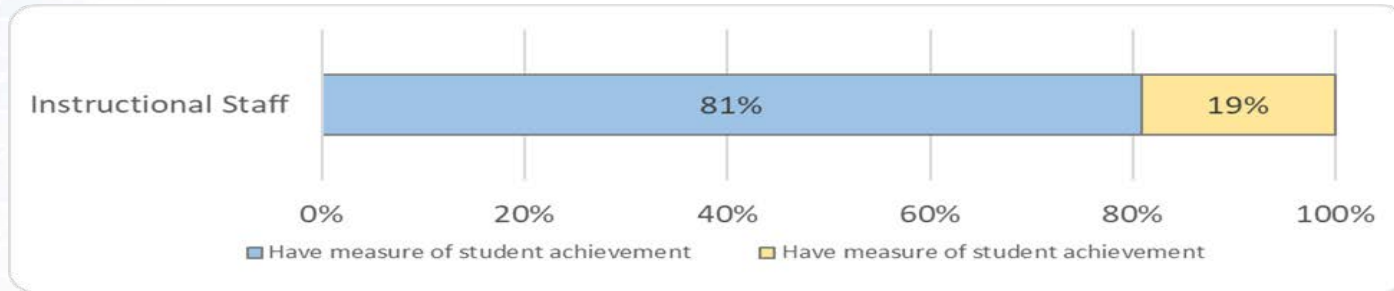


Current report reflects and increase in compliance, up from 70% in showing evidence of other measures of Professional Practice.

Desk Review Findings FY17 (continued)

08.02.02.120.03 - Student Achievement

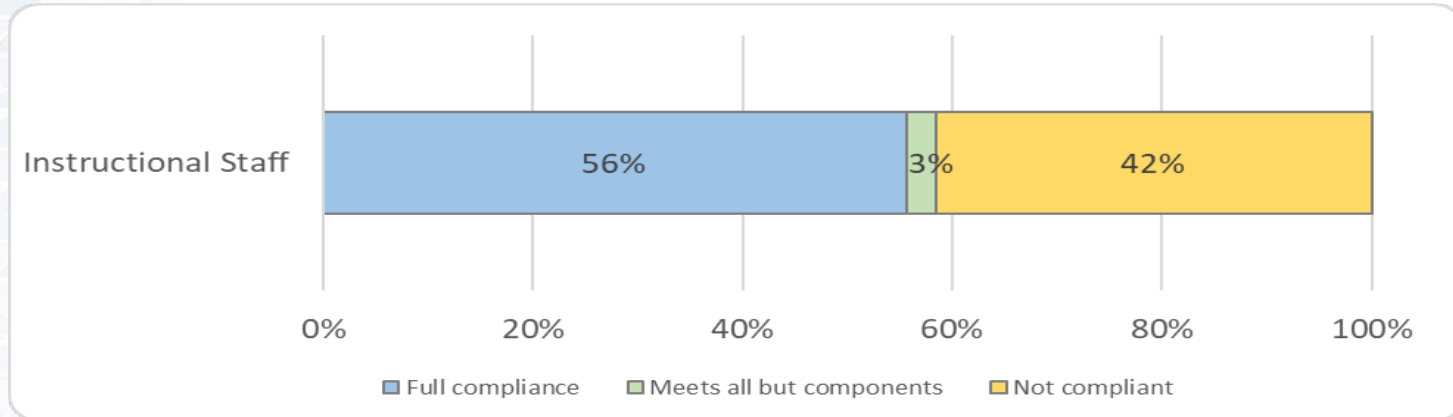
*Evaluations including at least one district selected measure of performance
(n=785)*



Compliance in including a Student Performance measures decreased slightly from the 85% reported in 2015-16 .

Desk Review Findings FY17 (continued)

08.02.02.120 - Overall Compliance



As expected, overall compliance found in the FY18 Review is similar to the FY17 Review, with a slight increase in “full compliance” up from 51%.

Administrator Survey Findings

- 54% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations, up 3% from last year
- 65% indicated a desire for more support and training in the Framework for Teaching (up 4% from last year) even though over 75% of administrators surveyed reported passing the Teachscape Proficiency training and test and expressed confidence in their evaluation skills
- 91% of administrators indicated that they regularly collected performance evidence to support evaluations, with 61% responding that they would like additional support/training in using evidence to accurately evaluate teachers
- 97% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 57% responding that they would like additional support/training in facilitating those conversations (down from 62% reported last year)

Teacher Survey Findings

- 51% of the teachers returning the survey indicated a desire for more support and training in the Framework for Teaching
- 84% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components, though 53% reported a desire for additional training in this area
- 73% of teachers reported their administrators regularly collected evaluation evidence
- 73% of teachers reported their administrators regularly engaged with them in professional conversations about their practice
- 54% of teachers reported they would like more opportunities to receive feedback on their professional practice

Administrator Requirements 2013-2018

**Evaluator Proof of
Proficiency/Training Compliance**

Recommendations Implemented

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
<p data-bbox="239 208 330 243">2013</p> <p data-bbox="239 323 330 410">Temp Rule</p>	<p data-bbox="645 230 823 254">Temporary Rule</p> <p data-bbox="629 298 838 322"><u>08.02.02.120.05(c)</u></p> <p data-bbox="359 334 1083 634">Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (8-16-13)T</p> <p data-bbox="645 678 823 702"><u>08.02.02.121.01</u></p> <p data-bbox="359 714 1093 1082">Standards - Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a</p>	<p data-bbox="1122 312 1547 612">08.02.02.120 - It is clear that this recertification requirement (originally a one-time requirement) went into effect immediately in August 2013. It is also clear that, without exception, all active administrators shall have received training and have proof of proficiency PRIOR to September 1, 2018.</p> <p data-bbox="1122 727 1537 1027">08.02.02.120 - It is also clear in principal evaluation rule that training and attaining proof of proficiency shall begin immediately, with all administrators in compliance prior to September 1, 2018 as prescribed by the recertification requirement called out in both 08.02.02.120 and 08.02.02.121</p>

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
2015	<p data-bbox="614 241 846 268"><u>08.02.02.120.05(c)</u></p> <p data-bbox="363 279 645 306">Evaluator – no change.</p> <p data-bbox="629 353 832 381"><u>08.02.02.121.01</u></p> <p data-bbox="363 388 1093 896">Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state’s adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. <i>Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents.</i> Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.</p>	<p data-bbox="1126 397 1545 841">08.02.02.120 – Rule is amended to more specifically define the titles/roles of those who can conduct formal evaluations - however, requirement for training before evaluating and attaining proof of proficiency is consistent; all administrators in compliance prior to September 1, 2018 as prescribed by the recertification requirement called out in both 08.02.02.120 and 08.02.02.121</p>

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	STATUTE	COMMENTS
2015	<p style="text-align: center;"><u>Idaho Code 33-1204</u></p> <p>33-1204. VALIDITY, DURATION, RENEWAL AND LAPSE OF CERTIFICATES. (1) The state board of education shall by rule provide for the validity, duration, renewal and lapse of certificates. <i>In addition, rules promulgated by the state board of education shall set forth criteria for renewal of administrator certificates, which shall include a requirement that administrator certificate holders must complete a course consisting of a minimum of three (3) semester credits in the statewide framework for teachers evaluations, such course shall include a laboratory component.</i></p> <p style="text-align: center;"><u>Idaho Code 33-1004A – Experience and Education Multiplier</u></p> <p>(3) In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education, shall be allowed; however, successful completion of a state approved evaluation training and proof of proficiency shall be counted as up to three (3) transcribed credits for determination of the education factor and meeting recertification requirements.</p> <p style="text-align: center;"><u>Idaho Code 33-1004B- Career Ladder</u></p> <p>33-1004B. CAREER LADDER. (14)Administrator certificate holders shall be required to participate in ongoing evaluation</p>	<p>Statue ensures that in addition to one-time renewal requirement defined in IDAPA, proof of ongoing training in evaluation through a 3-credit class will be required going beyond original 2018 deadline. Primarily due to backing away from “Teachscape” requirement.</p>

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
2016	<p data-bbox="614 205 846 232"><u>08.02.02.120.05(c)</u></p> <p data-bbox="363 243 645 270">Evaluator – no change.</p> <p data-bbox="629 319 830 347"><u>08.02.02.121.01</u></p> <p data-bbox="363 358 651 385">Standards – no change.</p>	
2017	<p data-bbox="629 549 830 576">Temporary Rule</p> <p data-bbox="614 625 846 653"><u>08.02.02.120.05(b)</u></p> <p data-bbox="363 702 1097 953">Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (8-31-17)T</p>	<p data-bbox="1126 740 1512 876">Proof of proficiency (referring to Teachscape) no longer required, so language changed to reflect statute.</p>

FY16 and FY17 Evaluator Proof of Proficiency

- Evaluation Review FY16: *20% without verified proficiency*
- Evaluation Review FY17: *23% without verified proficiency*
- All With Administrative Assignments YTD: *38% without verified proficiency*
- All Administrator Renewing Since FY16: *67% without verified proficiency*

Evaluation Review Recommendations

Evaluator Training

- Workshops and “mock evaluation reviews” conducted in Fall 2017, scheduled for Spring 2018
- Defined competencies for 3-credit class for certificate renewal
 - Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.
 - Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy.
- Moving toward greater consistency in requirements for preparation and institutional recommendation