(b) An individual may evaluate a certified employee only if the individual has received training and support in evaluation skills.

(a) To implement this chapter, the state board shall do the following: (1) Before January 31, 2012 adopt rules under IC 4-22-2 that establish: (D) an acceptable standard for training evaluators. (3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan’s implementation, and this chapter.

Successful evaluations require trust and clear communication, and those being evaluated need to have confidence in the ability of their evaluators to fairly and accurately measure performance using appropriate tools and professional judgment. For this reason, individuals may only evaluate a certified employee if they have received training and support in evaluation skills.

TRAINING REGULATIONS

(a) Observation and Analysis of Teacher Practice and Student Learning Measures. Administrators and other administrator-designated individuals shall collect evidence throughout the school year to be used toward a summative evaluation.

(1) Any individual responsible for collecting evidence toward summative evaluations must be provided with training on how to collect and analyze evidence. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators’ improvement in collecting and using evidence.
(2) An individual responsible for collecting evidence toward summative evaluations is not required to be certified in administration.

(b) Summative Evaluations. Administrators and other administrator-designated individuals shall be provided training by the school corporation on evaluating evidence provided and shall be responsible for making a final summative evaluation.

(1) Any individual responsible for summative evaluations shall be provided with training on how to evaluate evidence and how to make a final summative judgment. Such training may include, but is not limited to, training incorporated into professional development programs, supervisor-led training, or virtual training. In developing training programs, a school corporation must incorporate mechanisms to assess evaluators’ competence in collecting and using evidence.

(2) An individual responsible for summative evaluations is not required to be certified in administration but must have experience in observing and analyzing teacher practice and student learning measures.

GUIDANCE: TRAINING FOR EVALUATORS

Training refers to the direct instruction an evaluator receives to prepare him or her to accurately, fairly, and consistently apply the evaluation system. This means the evaluator must be knowledgeable about the evaluation system tools, processes, and documentation. Although any administrator or trained designee may perform an observation, it is important to remember that ultimately the principal will be held accountable for ensuring each teacher has been annually evaluated and will be responsible for defending each teacher’s summative rating with evidence collected throughout the year if that rating is challenged.

Any person responsible for collecting and evaluating data through classroom observations should attend trainings on the following topics (suggestions for best practices given beneath each topic):

- The rubric used to assess a teacher’s professional practice
  - Discussion of key terminology and the importance of building and using a common language to describe quality instruction.
  - Differences between performance level descriptions/expectations on the rubric.
  - Discussion of how teachers are scored on the rubric.

- Best practices in classroom observation
  - Simulating the observation experience with live classroom teaching or with videos of teaching, and encouraging debate between evaluators on scoring of examples.
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- Instruction/practice on taking evidence-based notes in the classroom.
- Instruction/practice on aligning evidence-based notes to rubric language.

- Observation processes/logistics
  - Any requirements around frequency, length, documentation, announced and/or unannounced observations or conferencing.

- Giving feedback to teachers
  - Verbal and written feedback that is timely, concrete, and actionable.
  - Having critical conversations with teachers around performance and areas of improvement.
  - Aligning feedback to professional development.

Any person responsible for collecting and evaluating data on student learning measures should attend trainings on the following topics (suggestions for best practices given beneath each topic):

- Analyzing student data
  - Having conversations with teachers on collecting appropriate data and using data to drive instruction.

- Assessments
  - Review of state assessments and use of growth model data.
  - Review of any corporation assessments used for measuring student achievement or progress.
  - Where applicable, may include training on identifying, developing, or approving teacher created assessments for the purpose of evaluation.

- Measures of student learning
  - Training on each of the measures of student learning included in the evaluation plan.
  - Where applicable, may include training on a goal-setting process using approved assessments.

Any person responsible for assigning a summative evaluation rating should receive the following training:

- Summative scoring
  - How all components come together to form a final teacher evaluation rating.
  - Discussing summative ratings with teachers.

- Professional Development and Remediation Plans
  - How summative ratings translate into professional development or remediation plans.
  - Formulating a plan for improvement with teachers.
GUIDANCE: TRAINING FOR TEACHERS

It is essential teachers are well-informed of how they will be evaluated. It is recommended teachers receive the following training on their corporation’s evaluation system:

- The rubric used to assess a teacher’s professional practice
  - Discussion of key terminology and the importance of building and using a common language to describe quality instruction.
  - Differences between performance level descriptions on the rubric. Some corporations may choose to replicate video training used for evaluators with teachers so the entire staff can have conversations about varying levels of performance.
  - Discussion of how teachers are scored on the rubric.

- Observation processes/logistics
  - Any requirements around frequency, length, documentation, announced and/or unannounced observations or conferencing.

- Analyzing student data
  - Collecting appropriate data and using data to drive instruction.
  - Discussion of which data will be used for the purpose of a teacher’s evaluation.

- Measures of student learning
  - Training on each of the measures of student learning included in the evaluation plan.
  - Where applicable, may include training on a goal-setting process using approved assessments.

- Summative scoring
  - How all components come together to form a final teacher evaluation rating

GUIDANCE: RISE TRAINING

The IDOE, in collaboration with The New Teacher Project (TNTP), have designed training around the RISE Evaluation and Development System. These trainings were piloted with districts in the 2011-2012 school year, and have been refined for use state-wide beginning spring 2012. The IDOE is officially training Educational Service Centers to administer RISE training to corporations wishing to use this as their evaluation system. The IDOE will not be training any other vendors. Regardless of whether or not a corporation goes through an ESC or chooses to provide its own training for RISE, any corporation using RISE must ensure evaluators are trained on the following topics:

- RISE Overview
- Best Practices in Classroom Observation/Teacher Effectiveness Rubric
- Conferencing/Giving Feedback to Teachers
**Student Learning Objectives**

**Summative Scoring**

**Communicating to Teachers about RISE**

While districts can design their own RISE training, the IDOE strongly encourages corporations to have all RISE evaluators complete comprehensive training through an education service center. Education service center trainings were developed with a strong understanding of RISE design and rationale in mind. Trainings aim to ensure district evaluators are capable of providing fair and accurate evaluations. These trainings are not easily replicated without materials, videos, etc., thus IDOE recommends school corporations send all of their evaluators to get trained directly at the ESCs.