

Educators Improving Education:

Indiana Educators' Recommendations
on the ESSA State Plan



TEACHPLUS.ORG

**TEACH
+PLUS**

+++++ **AUTHORS** +++++

2017 Teach Plus Indiana Policy Fellows

*Dominique Barnes	John Gensic	Christopher McGrew	*Abby Taylor
*Megan Bilbo	Jodi Koors	Robert McKerr	Michael Wallace
*Lesley Bright	*Allison Larty	Carmen Napolitano	
*Jessica Carlson	Liz Martin	*Jean Russell	
Kelly Day	Marianne Mazely-Allen	Brittany Snyder	

Teach Plus Indiana Staff

*Elsie Owolo, Teach Plus Indiana Policy Manager	*Mark Teoh, Senior National Director of Research and Knowledge	*Joe Mount, Teach Plus Indiana Summer Fellow
---	--	--

* denotes lead author

+++++ INTRODUCTION +++++

The state of Indiana has many opportunities through state policy to improve the working conditions of teachers and as a result, ensure that every child in the state receives the education they deserve. The passage of the Every Student Succeeds Act (ESSA) has provided Indiana with the means to improve the teaching profession and overall education landscape in the state.

ESSA recognizes the importance of classroom teachers, who play a critical role in the implementation of education policy, by requiring the state to engage teachers in the creation of the state's ESSA plan. We are Teach Plus Indiana Teaching Policy Fellows, a group of seventeen current classroom teachers in fourteen school districts across Indiana. We represent the gamut of K-12 education and range from three to thirty years of experience in the classroom. We work to ensure that teacher voice is central to the creation and implementation of education policies in the state.

We conducted focus groups of teachers across Indiana in an effort to help the state hear from as many teachers as possible. In collaboration with the Indiana Department of Education in creating questions for these focus groups, our research examined the following:

- + How to increase and improve teacher leadership,
- + How to improve teacher evaluation across the state,
- + How the state should approach the non-academic indicator used for school accountability,
- + How the Indiana Department of Education can best communicate how schools are doing to teachers, parents, and other stakeholders across the state.

We collected both qualitative and quantitative data to address these questions from 67 Indiana teachers. This brief examines their feedback and provides recommendations based on questionnaire responses and best practices.

+++++ METHODOLOGY +++++

Between May 22nd and June 5th, 2017 we conducted 16 focus groups with 67 of our teacher peers, representing fourteen school districts throughout the state.¹ The school districts represented included the following: 1) Southwest Allen County Schools, 2) Fort Wayne Community Schools, 3) Decatur County Community Schools, 4) Muncie Community School Corporation, 5) Indianapolis Public Schools, 6) Garrett-Keyser-Butler Community Schools, 7) Goshen Community Schools, 8) Westfield Washington Schools, 9) Northwest Allen County Schools, 10) Noblesville Schools, 11) Penn Harris Madison School Corporation, 12) Vigo County School Corporations, 13) Southwest School Corporation, and 14)

Clinton Central School Corporation.

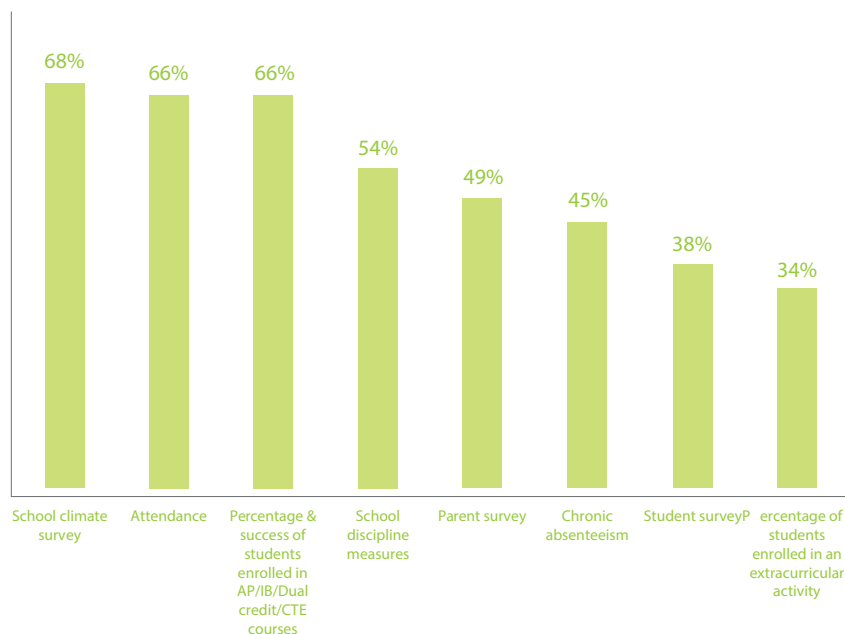
Focus groups ranged from three to seven teachers per group. We provided the participants with an overview of ESSA and requested feedback from teachers in the following areas: 1) the non-academic indicator, 2) accountability communication, 3) teacher leadership, and 4) teacher evaluation. For each category, we provided a brief overview, facilitated conversation, and asked teachers in our focus groups to complete a questionnaire that included both open-ended and closed-ended questions.

+++++++ SECTION 1: ACCOUNTABILITY INDICATORS ++++++

In order to provide a holistic picture of school quality, teachers in our focus groups strongly supported three non-academic indicators for use in the ESSA formula for school accountability. Educator recommendations for the non-academic indicator were student-focused and leaned heavily toward

inclusion of all stakeholders in the educational system. For example, in a school climate survey, student voices, along with teachers, administrators, and parents, could be an important component in decision-making for schools (See Figure 1).

Figure 1. Question: “To what degree would you support or oppose including the following measures as the non-academic indicator for school accountability?”²



An annual school climate survey administered to parents, students, and staff, including administrators, was supported by 68 percent of focus group participants. Teachers expressed a need for school accountability to reflect the opinions of a range of stakeholders in order to contribute to a more holistic view of schools. They also appreciated the opportunity to gather meaningful annual feedback that could be used to direct school improvement. Additionally, this type of feedback is readily available for analysis and takes into consideration the individuality of students and the school. Similar indicators, including student survey (38 percent) and

parent survey (49 percent), also contribute to our recommendation, because a school climate survey encompasses student and parent surveys in addition to input from other stakeholders.³

School climate surveys can provide useful information for schools. However, it is critical to consider the challenges in including school climate surveys in the accountability system. This includes participation rates, cost, and the unintended consequence of administrators, students, and parents feeling pressured to ensure that their school is seen in a positive light.⁴

A climate survey is the most helpful tool because schools and districts can create action plans based on the information gathered from them.⁵

Attendance rate along with student enrollment and success in offered advanced classes (i.e. AP, IB, dual credit, CTE) were the second and third non-academic indicators that were heavily supported--equally at 66 percent-- by teacher responders.⁶ Teachers felt that reporting on enrollment and achievement in advanced courses promotes a higher level of learning for students and more professional development for the credentialing of staff. It might also

incentivize schools to offer more advanced courses and serve to amplify access gaps. However, small or understaffed school systems may not be able to feasibly staff these courses. Additionally, considering that these courses can be expensive, high-poverty schools and low-income students may be disadvantaged. Most importantly, they cannot be disaggregated by student-group within a school, making it difficult to include under ESSA.⁷



Student achievement is strongly tied to attendance. Students who enjoy and are connected to school tend to come on a regular basis.⁸



Indiana schools already report student attendance, and many districts fund positions to help support consistent attendance. Though teachers expressed that oftentimes there are external factors out of control of school staff when it comes to attendance, including attendance as the non-academic indicator would emphasize the importance of having students in school to learn, and incentivize schools to focus on innovative and creative ways to increase student attendance.

Other indicators, including school discipline measures (54 percent), the number of students enrolled in extracurricular activities (34 percent), and chronic absenteeism (45 percent) were also supported by teachers participating in the focus groups.⁹ Teachers gave a wide range of feedback on these non-academic indicators. While tracking school discipline creates accountability for a school's behavior management system,

respondents shared concerns with the possibility of inconsistent application and enforcement of a school's discipline system that may affect a school's score. Chronic absenteeism is currently reported on an individual student basis and often is a result of circumstances outside of a school's control. However, students benefit when schools do all that they can to help families reduce absenteeism.

Overall, teachers wanted the non-academic indicator to be employed with fidelity. One main concern for all indicators was the issue of employing and implementing the indicator fairly and consistently for all school systems, which may be challenging given the differences between socio-economic status, school size, location, and student populations. Ultimately, teachers want a fifth indicator that provides a broader picture of schools beyond achievement and data to impact improvement.

RECOMMENDATIONS

- 1 Implement a comprehensive school climate survey (such as the “Five Essentials Survey”) that will be phased in over time as a non-academic fifth indicator which is administered to all school districts and stakeholders (parents, students, staff, and administrators) fairly and consistently.¹⁰
- 2 Implement student attendance to be tracked according to district policy as an additional non-academic indicator as part of the accountability system.

SECTION 2: COMMUNICATION/USER-FRIENDLY DATA

School dashboards are websites that communicate diverse information about schools, such as state ratings, assessment results, discipline and graduation rates, English-language learning proficiency, and attendance information. All stakeholders should be able to easily access and understand the information included on a dashboard. Visuals, scripts that are easily read and understood by an entire school community, and a mobile-friendly dashboard requiring little bandwidth to load would accommodate all interested stakeholders.

Educators across our state concurred on several essential components of a transparent and forward-thinking reporting system for schools, including:

- + Better visual representation
- + Better accessibility
- + Better disaggregation of student subgroups

The teachers in our focus groups were provided with three dashboards to compare: Indiana, Ohio, and Massachusetts. Teachers appreciated the use of visual aids, such as charts and graphs, on the dashboards, especially Ohio’s dashboard. Overall, most teachers preferred the Ohio dashboard because it is fairly easy to navigate and access information as it is broken down into categories. It also gives multiple facts at a glance and visuals are clearly marked and color-coded.¹¹

Focus group participants mentioned the value of assessment reporting that is clear and easy to read, providing access to several pieces of information that can be understood with a quick look, producing the added benefit of stakeholders using these dashboards to make informed decisions. Drop down menus and less scripting were also lauded as user-friendly for all stakeholders.



I like the use of the pie charts to illustrate a visual representation of the data. It is easy to acknowledge the large comparisons.¹²



Another high priority for teachers was that achievement and growth data for subgroups, (i.e. ELL, special education, and free and reduced lunch populations) should be reported as part of the dashboard to provide

transparency. In addition, teachers felt that reporting on disaggregated information would have additional positive benefits for the school and community.

*Reporting the scores for subgroups, along with their growth over 3 years' time would be a motivator for districts to improve and concentrate efforts where they are needed most.*¹³

These elements, displayed on a dashboard for easy access allow stakeholders to draw their own conclusions about the school district and what it has to offer. Providing different forms of data is a key component to understanding

the whole picture of a school. Furthermore, transparency is key to building trust and relationships between staff, families, and communities.

*I really liked the dashboard from Ohio, it was clearly marked and the design was good from an aesthetic perspective. It was fairly easy to navigate and I felt like it was a better choice than the other two.*¹⁴

Creating a dashboard that reports on school districts more holistically and showing more than just student achievement through test scores would give a more well-rounded, accurate snapshot of what schools do in preparing students for the world. Even teachers from schools that were rated an "A" felt that the current Indiana report card does not reveal an accurate picture of schools and hoped for more information that was usable to move a school forward, including reporting out on individual subgroups of students.

demographics, and school contact information would be helpful. Including this information could provide data that represents the whole child. Student involvement in all areas were mentioned to help create multiple perspectives of how a school is doing. Providing data for different student pathways (extracurricular activities, AP, dual credit courses, etc.) allows for a more non-academic viewpoint versus just an academic one.

School employees, staff, and other members of the school community desire quality, professional relationships with students, parents, and other community members. By creating a dashboard with full disclosure of school successes and challenges, all stakeholders can work together towards focused solutions, but also take time for celebrations of milestones and achievements. One teacher suggested that, "Schools should be able to add a narrative for their school. All schools should highlight strengths and weaknesses."¹⁵

Ultimately, if items are reported publicly, they can motivate change. By including items like the school improvement plan and information for parents and community members, especially information that can be displayed visually in graph form, communication with stakeholders via dashboard is more effective and accurate. Allowing additional information about subgroups and demographics would do even more to communicate successes and areas needing improvement. Schools could share best practices with one another by comparing data with schools from similar demographics and conditions. This increase in collaboration could result in greater school improvement.

Additionally, some educators indicated that including non-academic indicators,

RECOMMENDATIONS

- 1 Create a dashboard for school districts that reports both academic and non-academic indicators in a clear, visually-engaging, and easy to understand format.
- 2 Include information broken down into subgroups wherever possible to encourage greater collaboration between schools to share best practices.
- 3 Disseminate information about school districts through the dashboard in multiple formats and outlets, including online and offline, so that information can reach all stakeholders.

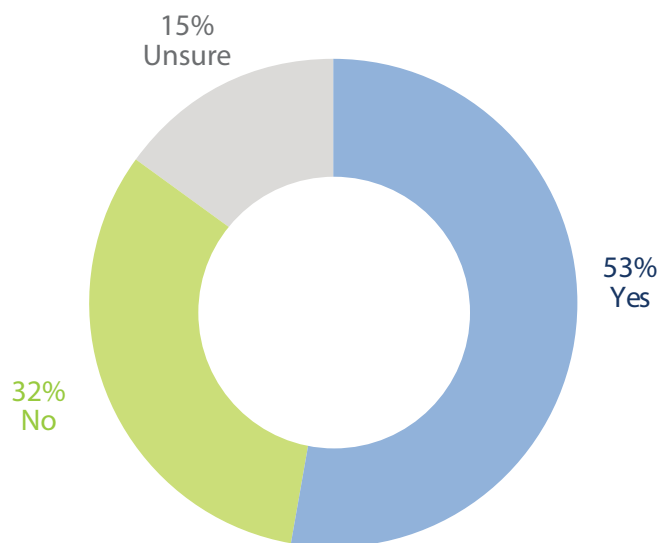
SECTION 3: TEACHER LEADERSHIP

ESSA's Title II allows states and districts to use federal funding to create and build leadership initiatives for teachers and schools. These leadership positions strengthen collaboration between stakeholders and develop support for data-driven student outcomes. In our focus groups, we polled teachers on current leadership positions in their schools. The questionnaire brought to light the types of needs that exist, and what could be addressed with additional teacher leadership roles. It also discussed the compensation necessary for additional positions, and the

barriers that exist in the creation of these opportunities.

The teacher feedback demonstrated that there is room for improvement because nearly half of the teachers reported a lack of leadership opportunities in their district. According to the teacher questionnaire responses, 47 percent of teachers across the state either had no teacher leadership roles available to pursue or were unaware of teachers' leadership roles (See Figure 2).

Figure 2. Question: "Are there currently routes provided by your school or district that would give teachers the opportunity to take on greater leadership roles in addition to their classroom teaching responsibilities?"¹⁶

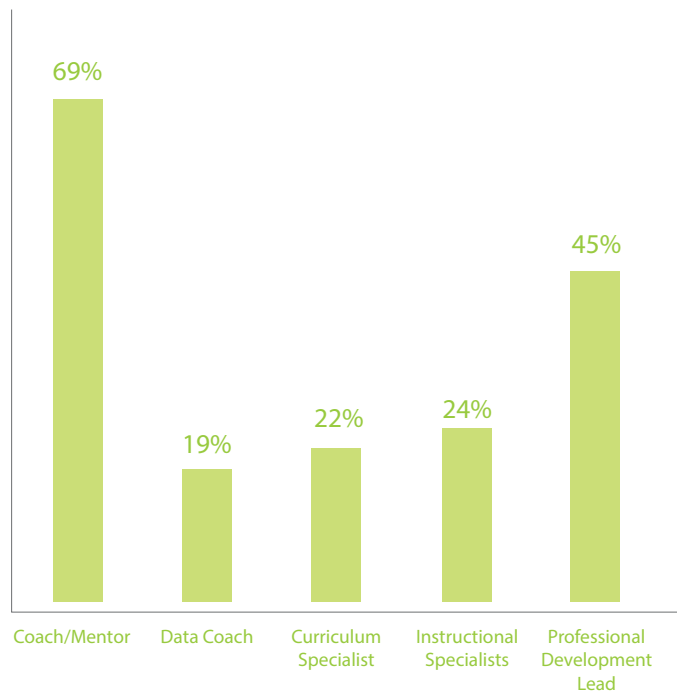


My school district currently offers teacher leadership roles at the district level. The positions are still very new to the district so continued funding and support to further execute these positions would be helpful to fill the needs of the district and school. One specific thing I would like to see is more in-building paid leadership roles.¹⁷

Of the leadership roles that our respondents reported being available in their district, the role of coach or mentor was the most reported, followed by professional development lead. Data, curriculum, and instructional specialist roles were each reported by fewer than a quarter of the

teachers (See Figure 3). One teacher wrote, “I feel we need more content area support that is not linked to an evaluator. We could use an instructional coach in each content area. This person would be a curriculum and instructional specialist.”¹⁸

Figure 3. Question: “What teacher leadership roles are available for you to pursue in your school district?”¹⁹



Teachers identified a need to provide routes that would give teachers opportunities to take on greater leadership roles in addition to their classroom responsibilities. Teachers in the focus groups were asked to determine potential roles in which teachers could serve that would

support the needs of students, schools, and their district. They identified leadership roles that centered around the improvement of best practices and collaboration. Teachers identified mentors, curriculum specialists, and behavioral supports at the highest rate.

It would be beneficial to our district to have a person who was in charge of math and ELA curriculum in order to help facilitate and answer specific questions. I also feel like it would be beneficial for new teachers to have mentor teachers in the building who will help them as they start their new careers.²⁰

Figure 4. Question: “What kind of job title, minimum compensation, and time commitment would be appealing for a potential teacher leadership role? Please also include 2-3 primary duties for this role.” ²¹

Job Title	Minimum Compensation (Range of Minimum)	Time Commitment (Range)
Lead/Mentor Teacher	\$800 to \$5,000	1 hour a week to 40 hours a week
Professional Development Coordinator/Lead	\$5,000 to \$45,000	5 hours a week to 40 hours a week
Data Coach	\$500 to \$5,000	20 hours a year to 20 hours a week
Behavior Specialists	\$500 to \$55,000	4 hours a month to 40 hours a week
Curriculum/ Instructional Specialists	\$3,000 to \$70,000	5 hours a week to 40 hours a week

Teachers were clear that leadership roles, and compensation for those roles, would need to be reflective of the needs of the school or district and the number of students or teachers served by that role. One teacher pointed out: “It may be helpful to have subject-specific coaches, especially for math and English subject areas. Given Indiana’s a high English Language Learner population, more leadership that gets into classrooms to observe and give feedback on how to improve our instruction for English Learners would be particularly helpful.” ²²

Based on focus group responses to the proposed teacher leadership positions, teachers felt that these roles could range from a full-time position to responsibilities taken on in addition to classroom teaching duties. Two of the roles, lead/mentor teacher and data coach, were generally considered to be positions that can be performed part time as a classroom teacher with monetary compensation starting at \$500-\$5,000 depending on the time requirement of

the added responsibilities. While the other three teacher leadership positions could be conceived of as part time positions with compensation beginning at \$500, they were generally considered leadership positions with the potential as a full-time employee, the curriculum/instructional specialist compensated the most at \$70,000.

Fifty-two percent of teachers attributed financial and time restrictions as leading barriers towards developing leadership positions. Limited opportunities and lack of administrative support were the second largest reported barrier in developing meaningful leadership roles (See Figure 5). Our focus group respondents reported that current leadership positions require extra time without compensation or estimation, and the potential for burnout is likely. More than half of the teachers responded that time, funding, and lack of teacher input are the largest roadblock in creating teacher leadership roles.

There are so many things that could be handled by teachers if they were just allowed to do so, given time to do so, and paid to do so.²³

Figure 5. Question: Question: "If there are not currently available opportunities, what do you believe the barriers to this are?" ²⁴

Themes	Respondant Details
Financial Barriers	32% of respondents indicated that the lack of funding/financial compensation was a significant barrier in obtaining teacher leadership roles.
Time Restraints/ Overworked Teachers	20% of respondents indicated that time was a significant barrier in obtaining teacher leadership roles.
Limited Opportunities/ Availabilities	12% of respondents indicated that limited opportunities was a significant barrier in obtaining teacher leadership roles.
Poor Leadership/ Lack of Communication/ Direction	12% of respondents indicated that poor leadership/communication by the school or district administration about the availability of leadership roles was a significant barrier in obtaining teacher leadership roles.
Same Teachers Chosen for Leadership Roles/ Difficult for New Teachers to Break-in	10% of respondents indicated that the fact that the same few teachers continue to get the leadership positions was a significant barrier in obtaining teacher leadership roles. These select few continue to get assigned leadership responsibilities, while newer teachers get overlooked. Other 10% of respondents indicated other barriers in obtaining teacher leadership roles.
Hiring Outside/ Using Other Agencies	4% of respondents indicated that the selection of leaders from outside of the district was a significant barrier in obtaining teacher leadership roles.

Teachers in our focus groups pointed out that leadership roles that currently exist are either poorly communicated or lack structure. One teacher wrote, "I believe that there has been a lack of leadership from the top to develop,

implement and facilitate these types of leadership programs." ²⁵ Additionally, teachers highlighted that current systems of hiring potential leaders are not explicit or standard and lack objectivity.

Many times it feels as though leadership roles are appointed by administration and not everyone is given the opportunity to seek these out. There are many opportunities given to secondary teachers and not elementary teachers. Barriers are financial and administration.²⁶

Ultimately, teachers in the focus groups highlighted that while some leadership roles exist within schools and districts, opportunities can be sparse, inadequately funded, and lack structure or accountability. Despite these barriers, teachers were clear that potential teacher leadership roles would serve to empower and support teachers

in key areas needed within their buildings. Focus group participants overwhelmingly support leadership roles that assist in improving instruction, provide solutions to commonly faced issues, and respond to student needs while providing teachers with the necessary compensation for additional responsibilities.

RECOMMENDATIONS

- 1 Use ESSA's Title II funds to invest in innovative compensated leadership models that demonstrate the effectiveness of mentorship programs and career ladders.
- 2 Designate and define teacher leadership roles that are not evaluative in function, serve to support teacher instruction, are tied to student outcomes, employ standardized application processes, and utilize innovative approaches to teacher-leader positions. The most effective teacher leadership roles are hybrid roles, allowing teachers to provide support in their school or community while remaining in the classroom.²⁷
- 3 Support current and potential teacher leaders with induction programs that provide pathways to academic and fellowship pursuits, with a focus on retention and recruitment.
- 4 Seek stakeholder input and feedback on leadership roles, accountability, objectives, and evaluation of leadership and career ladder roles.
- 5 Develop a certification program for effective teachers as compensated mentors.

SECTION 4: TEACHER EVALUATION

We defined the term evaluation as the final, summative score that incorporates both student achievement and teacher observation. Observations are the part of the summative evaluation in which evaluators observe classroom activity and instruction. This distinction is very important when discussing improving evaluation; it is not possible to approach improvement until all stakeholders understand these terms.

As a result of teacher misperceptions about the evaluation process, a theme of misunderstanding emerged within our focus groups. When asked questions about the competencies of the RISE teacher observation rubric, several teachers discussed that they did not want student testing to be a part of it. However, student achievement is not one of the competencies of the observation rubric. This indicated a fundamental misunderstanding of how teachers are evaluated. For example, when asked about the number of competencies in the rubric, one teacher responded, "I do not want assessment based on ISTEP to determine my pay. I think we should go back to the pay scale where if you are effective, you get the pay raise."²⁸

This response demonstrates a profound misunderstanding of how teacher evaluation in the state of Indiana works. This misunderstanding emerged even amongst the Teach Plus Indiana fellows at the beginning of our fellowship, leading us to pursue evaluation as a topic of interest to the state of Indiana as we believed that there were inconsistencies in evaluation implementation throughout the state. Additionally, we wanted to expand the work of the Indianapolis Policy Fellows and the [RISE to the Challenge](#) brief which examined the evaluation experiences and process in Indianapolis Public Schools.²⁹

The focus group participants were asked six questions about Indiana's current evaluation model. Participants were shown the 19 competencies from the RISE rubric. They were asked the following questions: 1) to what degree would you support or oppose keeping the following competencies, 2) are there any other competencies that you would suggest adding when evaluating teachers, 3) what do you think is the right number of competencies would you suggest be included on the evaluation, 4) do you have any feedback about the quality of goals that are being set using Student Learning Objectives

(SLO), 5) should teachers across experience levels be evaluated the same? If not, why? How would you suggest evaluations differ for these groups of teachers and what levels of experience do you think are pertinent, and 6) based on your experiences, do you find that the evaluation system is successful at identifying how well teachers are doing in the classroom? What evidence from your school

or your district could you share to support your perspective? The responses showed that teachers are overwhelmingly uninformed about what goes into their teacher evaluation in terms of truly understanding how they're evaluated and feel that the system is only there to hurt them, not help them.

I do not think that the evaluation system as it stands currently is entirely successful/valid at determining how well teachers are performing. From my experience our evaluators are only getting a snapshot of what is going on in the classroom on a day to day basis. I also see the process as very subjective (up to interpretation) where an evaluation system is supposed to be objective in nature.³⁰

Teachers in the focus group indicated a strong dissatisfaction with the current evaluation model in their district. Of the 67 responders, 36 felt that the evaluation system does not do a good job of identifying teachers that are effective or highly-effective. Half of the teachers felt that the current evaluation system includes too many competencies for evaluators to be able to see them all. In fact, fewer than 10 percent were satisfied with the current number of competencies. When asked what the right number of competencies would be, teachers responded in a range of five to twenty. All of the focus group respondents were in agreement that twenty

competencies was the maximum needed for an effective evaluation rubric.³¹

While many teachers did not have any feedback to share on Student Learning Objectives (SLO's), those who did were overwhelmingly unhappy with them. Of our 67 responders, 63 indicated that they use SLO's in their district. Of these 63 respondents, only two had positive feedback. Thirty-one teachers had negative feedback, and 17 gave no feedback. The teachers that provided negative feedback felt that SLO's were inconsistent and, in some cases, not meaningful or fair.

SLOs were seen as a hoop to jump through and busy work for the teachers. It could be easy to set yourself up for success by writing an SLO you knew that could easily be met and then meet it with ease.³²

When asked to what degree teachers would agree with keeping competencies from the RISE rubric, teachers strongly supported competencies Create Classroom Culture of Respect and Collaboration, Check for Understanding, and Set High Expectations for Academic Success. While most teachers did not strongly oppose any competencies, they were somewhat opposed or indifferent to Engage Families in Student Learning, Peer Collaboration, and Seek Professional Skills and Knowledge because. During focus group discussion, the majority of teachers expressed

that they felt that the competencies they did not support were hard to measure and could not be seen during an administrator's observation. They felt that the competencies that they supported could be seen in observation and could encompass the other competencies to simplify the rubric.

When asked whether there were any additional competencies that should be added to the evaluation rubric, the most common response from teachers was to include student/parent surveys, cultural

responsiveness, and dedication to the profession as competencies that would be useful additions to the RISE evaluation.

When asked whether teachers across experience levels be evaluated the same, the consensus amongst the focus group

participants was that teachers who have demonstrated mastery over their craft should be evaluated differently. Additionally, focus group participants wanted a differentiated evaluation for novice teachers versus veteran teachers.

Master teachers and those who have demonstrated exemplary teaching (especially over a period of years) should not continue to be evaluated the same as struggling teachers. New and struggling teachers need more support. Master teachers need regular walk-throughs and constant feedback for growth and improvement.³³

Ultimately, teacher feedback on the evaluation system was consistently negative. The participants felt that their evaluation systems did not provide an accurate picture of their teaching abilities. They collectively felt that the system was too subjective, was not consistent from year to year, and could be too easily manipulated. One teacher explained, “There are teachers in my school who have been rated highly-effective one year, then needs improvement... If I have one hour-long observation during a lesson that happens to be going poorly, it does not matter if I am excellent every other day, that one day is being evaluated.”³⁴

Interestingly, the teachers that used a system that requires yearly comprehensive training and specific rubric-influenced language were happier with their system, indicating that perhaps a better understanding of their rubric would lead teachers to buy into their evaluation system more. For example, many

of the TAP teachers in our focus groups stated that they were satisfied with their rubric. We believe that these teachers are more satisfied with their rubric, not because TAP is a superior evaluation system, but because it requires yearly training and emphasizes using language from the rubric regularly, so they understand what is expected of them.

Generally, teachers are not against being evaluated. In fact, they want more classroom observations from evaluators. Additionally, teachers want surveys for both parents and students for a holistic picture of their teaching. However, they feel that the evaluation system is subjective and too easily manipulated. The evaluation should not be completely free of student achievement, as student achievement is an integral part of what it means to be a successful teacher; however, consistent implementation with clear explanations would help teachers to see the benefit of their evaluations.

+++++ RECOMMENDATIONS +++++

- 1 Convene a committee of teachers to create a student survey that is aligned to teacher evaluation indicators for elementary, middle school, high school, and special services teachers.
- 2 Include requirements for training with the local district's rubric and tools for both the evaluator and teachers on a yearly basis. ³⁵
- 3 Develop policies that ensure that all locally-created and teacher-created student learning objectives are consistently implemented across the state and aligned with current best practices in the field. Convene a committee of teachers (such as a teacher leadership network) from various grade levels and subject area to create a bank of state-approved Student Learning Objectives resources that teachers can use from for their evaluation.

+++++ CONCLUSION +++++

ESSA offers a unique opportunity for the state of Indiana to expand and broaden its support for students, teachers, districts, and schools. Teachers are eager to leverage the state ESSA plan to bring about the necessary change to ensure progress for teachers and students through the accountability indicator, communication, teacher leadership, and teacher evaluation.

We are encouraged with the inclusion of teacher voice, a much-needed perspective that is critical to the successful implementation of ESSA. As the plan continues to be developed, we urge the Indiana Department of Education to continue to seek teacher feedback since teachers will be the ultimate implementers of the state ESSA plan. Ensuring that teachers are actively engaged in the development of the plan will positively impact teachers and their students.

+++++ ENDNOTES +++++

¹ Question: "School district or charter name?" (n= 67, open-ended response question)

² Question: "To what degree would you support or oppose including the following measures as the non-academic indicator for school accountability?" Responses: "Attendance" (n = 64) "Strongly oppose" (21.9 percent), "Somewhat oppose" (9.4 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (43.8 percent), "Strongly support" (21.9 percent), "Unsure" (1.6 percent). "Student Survey" (n = 64) "Strongly oppose" (18.8 percent), "Somewhat oppose" (21.9 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (23.4 percent), "Strongly support" (14.1 percent), "Unsure" (0 percent). "Parent Survey" (n = 65) "Strongly oppose" (15.4 percent), "Somewhat oppose" (13.8 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (33.8 percent), "Strongly support" (15.4 percent), "Unsure" (1.5 percent). "School Climate Survey" (n = 65) "Strongly oppose" (9.2 percent), "Somewhat oppose" (6.2 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (41.5 percent), "Strongly support" (26.2 percent), "Unsure" (0 percent). "Chronic Absenteeism" (n = 65) "Strongly oppose" (18.5 percent), "Somewhat oppose" (12.3 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (27.7 percent), "Strongly support" (16.9 percent), "Unsure" (4.6 percent). "School Discipline Measures" (n = 65) "Strongly oppose" (16.9 percent), "Somewhat oppose" (10.8 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (29.2 percent), "Strongly support" (24.6 percent), "Unsure" (1.5 percent). "Percentage of students enrolled in an extracurricular activity" (n = 65) "Strongly oppose" (20.0 percent), "Somewhat oppose" (20.0 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (21.5 percent), "Strongly support" (12.3 percent), "Unsure" (3.1 percent). "Percentage & Success of students enrolled in AP/IB/Dual Credit/CTE Courses" (n = 64) "Strongly oppose" (4.7 percent), "Somewhat oppose" (14.1 percent), "Neither oppose nor support" (0 percent), "Somewhat support" (42.2 percent), "Strongly support" (23.4 percent), "Unsure" (3.1 percent). Results may not sum to 100 percent due to rounding.

³ Question: "What are the strengths of the indicator you most strongly supported?" (n= 61, open-ended response question)

⁴ Teach Plus Maryland. (2017). Teacher Leaders Recommendations for Maryland's New Accountability Framework: Policy Brief to the Maryland State Board of Education and Maryland State Department of Education. Retrieved June 26, 2017.

⁵ See endnote 2

⁶ See endnote 2

⁷ Education Trust. (2017). Students Can't Wait Workgroup. The Education Trust. Retrieved from <https://edtrust.org/students-cant-wait/indicator-traffic-light-table/>.

⁸ See endnote 5

⁹ See endnote 2

¹⁰ University of Chicago Consortium on School Research. (2017). Survey of CPS Schools: The Five Essentials. Retrieved from <https://consortium.uchicago.edu/surveys>.

¹¹ Indiana Department of Education Compass. (2017). Indiana Department of Education. Retrieved from <https://compass.doe.in.gov/dashboard/overview.aspx>. Ohio School Report Cards. (2017). Ohio Department of Education. Retrieved from <http://reportcard.education.ohio.gov/Pages/default.aspx>. School and District Profiles. (2017). Massachusetts Department of Elementary and Secondary Education. Retrieved from <http://profiles.doe.mass.edu/search/search.aspx>.

¹² Question: "What do you like from these dashboard examples? What elements are particularly helpful?" (n= 55, open-ended response question)

¹³ See endnote 11

¹⁴ See endnote 11

¹⁵ Question: "When designing a dashboard for Indiana, what advice would you give on what they should and shouldn't include, in terms of data, features, look, etc.?" (n= 56, open-ended response)

¹⁶ Question: "Are there currently routes provided by your school or district that would give teachers the opportunity to take on greater leadership roles in addition to their classroom teaching responsibilities?" (n= 67) Responses: "Yes" (53.0 percent), "No" (31.8 percent), "Unsure" (15.2 percent)

¹⁷ Question: "If there are not currently available opportunities, what do you believe the barriers to this are?" (n= 41, open-ended response)

¹⁸ Question: "What teacher leadership roles do you feel would help fill particular needs in your school or district today? Please be as specific as possible." (n= 66, open-ended response question)

¹⁹ Question: "What teacher leadership roles are available for you to pursue in your school district?" (n=67) Responses: "Coach/Mentor" (68.7 percent), "Data Coach" (19.4 percent), "Curriculum Specialists" (22.4 percent), "Instructional Specialists" (23.9 percent), "Professional Development Lead" (44.8 percent)

²⁰ See endnote 16

²¹ Question: "What kind of job title, minimum compensation, and time commitment would be appealing for a potential teacher leadership role? Please also include 2-3 primary duties for this role." (n= 68, open-ended response question)

²² See endnote 17

²³ See endnote 16

²⁴ See endnote 15

²⁵ See endnote 15

²⁶ See endnote 15

²⁷ Education First. (2017). Investing in Title II-A: Strengthening School and Teacher Leadership. Retrieved from <http://education-first.com/library/publication/investing-title-ii-strengthening-school-teacher-leadership/>.

²⁸ Indiana Department of Education. Rise Evaluation and Development System: Evaluator and Teacher Handbook 2.0. Retrieved from <http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-2-0-final.pdf>. Question: "Are there any other competencies that you would suggest adding when evaluating teachers?" (n= 52)

²⁹ Indianapolis Policy Fellows. (2016). RISE to the Challenge: Developing Teacher Talent Through Effective Evaluation. Teach Plus Indiana. Retrieved from http://teachplus.org/sites/default/files/publication/pdf/rise_to_the_challenge.pdf.

³⁰ Questions: "Based on your experiences, do you find that the evaluation system is successful at identifying how well teachers are doing in the classroom? What evidence from your school or your district could you share to support your perspective?" (n= 61, open-ended response)

³¹ Question: "What do you think is the right number of competencies would you suggest be included on the evaluation?" (n= 58, open-ended response)

³² Question: "Do you have any feedback about the quality of goals that are being set using Student Learning Objectives (SLO)?" (n= 55, open-ended response)

³³ Questions: "Should teachers across experience levels be evaluated the same? If not, why? How would you suggest evaluations differ for these groups of teachers and what levels of experience do you think are pertinent?" (n= 61, open-ended response)

³⁴ Questions: "Based on your experiences, do you find that the evaluation system is successful at identifying how well teachers are doing in the classroom? What evidence

from your school or your district could you share to support your perspective?" (n= 56, open-ended response)

³⁵ Murphy, Hardi, Ph.D. & Cole, Sandi Ed.D. (2016). New Directions in Teacher Evaluation in Indiana: A White Paper. Indiana Teacher Appraisal and Support System (INTASS). Retrieved from <https://www.iidc.indiana.edu/styles/iidc/defiles/CELL/INTASS%20White%20Paper%20Final.pdf>.