INTASS Standards for Teacher Evaluator Knowledge and Skill

1. Communicating the Purpose and Intent of Evaluation
   - Describe the intent of teacher evaluation, according to the INTASS framework:
     - A focus that is beyond compliance and contributes to a culture in which evaluation fosters student and teacher learning and growth
     - A process of measurement and development that strengthens teacher efficacy
     - A process that a) provides opportunities for teachers to improve instruction; b) represents a collaborative experience between teacher and evaluator; c) facilitates open communication in an atmosphere of mutual respect and trust; d) helps teachers develop self-reflection and self-assessment skills that lead to lifelong learning
   - Articulate belief statements that reflect the purpose and design of local evaluation systems
   - Clearly communicate belief statements to all stakeholders (staff, students, and families)

2. Building a Trusting Relationship
   - Engage teachers in reflective, non-judgmental conversations about their work
   - Articulate clear expectations regarding the evaluation process
   - Demonstrate an understanding of how the oversight process responds to issues and concerns experienced and expressed by the teacher
   - Involve teachers in the implementation of the evaluation process
   - Demonstrate a high degree of confidentiality with all information, observations, and conversations
   - Demonstrate reliability in the scheduling of time and meeting evaluation requirements

3. Gathering and Interpreting Evidence of Teachers’ Professional Practice
   - Describe the instructional philosophy informing the design of local observation instruments
   - Define and identify differences between bias, interpretation, and evidence
   - Define and describe the characteristics of the four domains of teachers’ professional practice, as evident in nationally-recognized teacher evaluation systems: Planning, instructional delivery, classroom management, and professionalism
   - Identify valid forms of evidence and methods of collection in each domain
   - Define and distinguish between observable and documented evidence
   - Demonstrate skill in documenting evidence through observation
   - Demonstrate skill in documenting evidence through artifact analysis

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- Accurately rate evidence from an applicable range of grade levels and subject areas
- Distinguish between a rating at the high end of one performance level and a rating at the low end of the next performance level
- Replicate the ratings of instrument experts when observing a range of lessons in various grade/subject combinations

4. Working with Student Learning Measures
- Define and describe four basic elements of assessment literacy (validity, reliability, bias, and instructional sensitivity) and methods used to gather evidence around each element
- Describe general principles for measuring and interpreting student growth
  - Define and describe three main interpretations supported by student growth models (growth description, growth prediction, value-added)
  - Define and describe three main statistical foundations underlying student growth models (gain-based, conditional status, multivariate)
  - Define and describe three categories of student growth measures (state assessments, other standardized assessments, SLOs)
- Accurately calculate aggregated student learning measure scores
- In evaluation systems that use Student Learning Objectives (SLOs):
  - Describe and demonstrate the locally-approved process for developing, reviewing and scoring SLOs
  - Use collaborative communication skills to support teachers in developing SLOs
  - Assess quality of SLOs (relevance, stretch, precision, rigor, attribution, timeliness, adaptability)

5. Providing Feedback
- Articulate the purpose of providing effective feedback and its role in increasing teacher efficacy
- Identify and describe the steps of a quality feedback session (adapted from the Carnegie Foundation’s “Feedback Conversation Protocol”)
  - Review aim of observed lesson and goals for feedback session
  - Solicit the teacher’s perspective on the observed lesson
  - Discuss positive aspects of observed lesson
  - Discuss areas of challenge and needs for improvement
  - Collaboratively generate and prioritize next steps
- Use terminology from the evaluation rubric to develop a shared language around the expectations for teachers’ professional practice
- Use reflective communication skills (Paraphrasing, Clarifying, Perception Checking) to develop a shared picture of the lesson observed
- Use reflective communication skills to support teachers to identify what is working and what needs improvement
• Use non-reflective communication skills (Relevant Questions, Offering Information) to support problem solving around areas of challenge
• Use congruent communication skills to address conflict and initiate problem solving
• Use reflective communication skills to co-develop next steps and an actionable plan

6. Planning for Professional Development
• Define the concept of teacher efficacy and describe its relevance to student achievement
• Define four research-based professional development levels of impact (awareness, understanding, skill development, and skill application) and describe appropriate activities to generate each level of impact
• Define and distinguish between the notions of professional growth and support
• Identify and describe local resources for professional growth and support
• Use evaluation system data to design professional growth and support opportunities at the school-wide, department/grade, and individual levels
• Explain purpose and legal requirements of remediation plans for low-performing teachers
• Document clearly the problem(s) to be addressed, process for remediation, outcomes, and consequences of remediation plans for low-performing teachers
• Monitor implementation and outcomes of remediation plans for low-performing teachers
• Provide ongoing feedback around implementation and outcomes of remediation plans for low-performing teachers