



Staff Performance Evaluation Plan Submission Coversheet

SY 2017-18

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan, including a policy for the distribution of the Teacher Appreciation Grant (TAG), to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5, IC 20-43-10-3.5(c)) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which **clearly display** compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document, including this coversheet and the TAG policy, needs to be combined into one continuous PDF for submission. Again, all information must be included in **ONE** PDF, as you will only be able to upload a single document.

School Corporation Name:	Fort Wayne Community Schools
School Corporation Number:	0235

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents	pg. 1-2
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Objective measures of student achievement and growth significantly inform all certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth 	pg. 2
<input checked="" type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<p>Student and/or School Wide Growth data</p> <p>***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***</p>	pg. 2
<input checked="" type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<p>Examples include:</p> <ul style="list-style-type: none"> Student Learning Objectives (SLOs) Corporation- or classroom-level student learning measures for non-tested grades and subjects Other student learning measures for non-teaching staff School-wide learning measures (e.g., A-F accountability grade) 	pg. 3
<input checked="" type="checkbox"/> Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees	IC 20-28-11.5-4(c)(2)(C) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<ul style="list-style-type: none"> Student Learning Objectives (SLOs) School-wide learning measures (e.g., A-F accountability grade) 	Pg. 2
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (e.g., surveys) 	Pg. 1

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	pg. 3-4
<input checked="" type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for grades and subjects not measured by statewide assessments • Description of the process for modifying a final summative rating for negative growth 	pg. 4
<input checked="" type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components 	pg. 3
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	pg. 5
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> • Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	pg. 5

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators 	pg. 5
<input checked="" type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	N/A
<input checked="" type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description ongoing evaluator training	pg. 5
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	pg. 6
<input checked="" type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	pg. 6
<input checked="" type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	pg. 6
<input checked="" type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	pg. 7

Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Pg. 6
<input checked="" type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	pg. 9

Teacher Appreciation Grant Policy			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> The amount of a stipend awarded to a teacher rated as Highly Effective must be at least 25% greater than the amount of a stipend awarded to a teacher rated as Effective	IC 20-43-10-3.5	Process and calculation for differentiating award amounts	pg. 9
<input type="checkbox"/> The TAG policy may differentiate between school buildings	IC 20-43-10-3.5	Indication of whether amounts will be differentiated between schools within the corporation	
<input type="checkbox"/> The governing body may provide that an amount not exceeding 50% of the amount of a stipend to an individual teacher	IC 20-43-10-3.5	Indication of whether up to 50% of the stipend amount will be added to, and become a permanent part of, the base salary	



Annual Evaluations

1. The FWCS *System of Support* will be implemented with fidelity, consistency, and urgency. All certified Fort Wayne Community Schools teachers will be evaluated annually using the Fort Wayne Community Schools *System of Support*[™] to provide precise documentation at each level of support. Evaluations will be based on the Teacher Effectiveness Rubric designated appropriate for the current assignment of the teacher.

- a. All Fort Wayne Community Schools teachers will be evaluated using one of the following Effectiveness Rubrics:
 - 1) **Classroom Teacher** - provides instructional services necessary to educate all students and ensure that all students meet Indiana College and Career Ready Standards. **Completed by building principal.**
 - 2) **Non-Classroom Teacher** -work in varied settings as they provide support to adults and instruct students in a non-traditional setting. (e.g. District Resource Teacher, Secondary Media Specialist, Speech/Language Pathologist, Hearing Impaired/Visually Impaired/Orthopedically Impaired Consultation, School Improvement Coordinator, School Improvement Liaison, adaptive Physical Education Teacher). **Completed by building principal.**
 - 3) **Building/District Instructional Coach** - provides services to ensure teachers continuously improve their ability to provide instructional services to students. **Completed by building principal or district supervisor.**
 - 4) **Special Education Teacher/Therapist** - All building assigned special education teachers and SLP's.
 - 5) **Special Education District Coach/ Resource Teacher** - District Coaches and Resource Teachers assigned to the Special Education Department.

Note: Rubrics for Principals, Assistant Principals, Guidance Counselors, Guidance Coordinators, and Athletic Directors are used for administrative evaluations. All building level administrators will be evaluated on an annual basis.

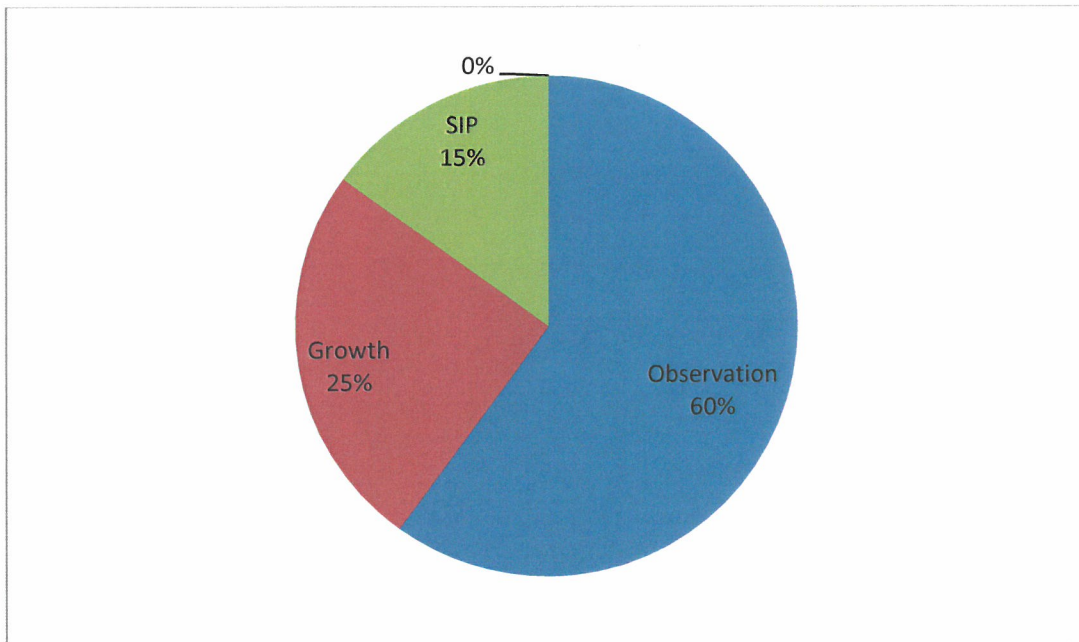
- Assistant Superintendents will evaluate Principals
- Principals will evaluate Assistant Principals at all levels
- Principals will evaluate Guidance Counselors, at the Middle School level.
- Principals will evaluate Guidance Coordinators and Athletic Directors at the High School Level.

- Guidance Coordinators will evaluate Guidance Counselors at the High School level.

Objective Measures of Student Achievement and Growth

a. Weighting of student growth, School Improvement Plan and Teacher Observation are all calculated in the final teacher rating. Growth is defined as 70% or more of students on roster, who were with the assigned teacher for 162 days or more. Student growth will be calculated using the following assessment data;

- Grades K-3 DIBELS
- Grades 4-8 – ISTEP
- Grades 9-12 - SRI



For teachers who do not teach tested subjects, growth will be calculated using: ES: K-3-DIBELS Growth; 4-12-ELA/Math ISTEP/SRI Growth; 9-12-SRI Growth

Principal growth will be measured using the same data and percentages as teachers.

Assistant Superintendents will be measured by data at their level of supervision.

Superintendent and Central Office staffs are measured by District ISTEP growth scores.



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b. Targets for state assessments and graduation rates have been established as part of each schools, School Improvement Plan as submitted to the IDOE. Student growth results from state and local assessments will determine 25% of the final summative evaluation rating.

c. Student Learning Objectives (SLO's) are not applicable at this time: All teachers are connected to their School Improvement Plan. 15% of their final summative rating will be gauged by the targets in the SIP, which consists of: ES: ISTEP ELA/Math Passing %; IREAD Growth %; % of Students in Out of School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

MS: ISTEP ELA/Math Passing %; % of Students in Out of School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

HS: ELA/Algebra I ECA Passing %; Cohort Passing %: % of Students Assigned Out-of-School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

d. Observation Rubrics allow for performance to be rated in one of four categories (Highly Effective, Effective, Improvement Necessary, Ineffective).

Rigorous Measures of Effectiveness

Please see Appendix 1 for observation rubrics of all certified staff-with detailed descriptions of each level of performance for each domain and indicators.

Designation in Rating Category

a. All teachers will receive a summative observation rating by the end of each school year placing them in one of the following categories. When assessment data is, received teachers will be given a final summative rating, with the observation rating making up 60% of the final rating. Each teacher will be rated, with the rating comprised of the 60% observation plus 25% growth data and 15% SIP data. Each teacher will receive a final rating in one of the following categories:

- **Highly Effective** - exceeds expectations both in terms of student achievement and in terms of professional contribution to the school, in the domains of Planning, Instruction, and Leadership and whose students, have exceeded expectations for academic growth.
- **Effective** - meets expectations both in terms of student achievement as well as in terms of professional contribution to the school, in the



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domains of Planning, Instruction, and Leadership and whose students, have achieved acceptable rates of academic growth.

- **Needs Improvement** - has room for growth in meeting expectations for student achievement and professional contribution to the school, needs improvement in the domains of **Planning, Instruction, and Leadership** whose students, have achieved below acceptable rates of academic growth.
- **Ineffective** - consistently fails to meet expectations for student achievement and contribution to school. Teacher has failed to meet expectations, as determined by evaluator, in the domains of

Planning, Instruction, and Leadership and whose students, have achieved low levels of academic growth.

The observation rubrics of the summative evaluation allows for detailed documentation of the teacher’s performance in each domain. The final rating in each domain is weighted and calculated to determine the final summative rating.

Final Score for Domains 1-3:			
Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1	3	10%	0.3
Domain 2	3	75%	2.25
Domain 3	3	15%	0.45
Final Teacher Effectiveness Rubric Score, Domains 1-3:			3

b. FWCS defines negative impact on student growth for classes not measured by statewide assessment as a teacher with a Metric growth rating of “0”. Negative impact is characterized by “0” metric growth, indicating no or low achievement. Growth for non-ISTEP tested grades is determined by DIBELS and SRI data. A teacher with a growth rating of “0” cannot receive a rubric metric rating above Improvement Necessary.

c. The observation rating will be tracked and managed using eWalk (Snapshots, Initial Feedback, Focused Feedback, and Targeted Support). mVal will be used to track summative evaluations for each teacher.



4. Evaluation Feedback

a. All components of the observation (Snapshots, Initial Feedback, Focused Feedback, and the Final Summative Evaluation) processes are delivered via email to the teacher when completed. Observation/evaluation results indicating the need for Targeted Support will determine the recommended professional learning/support needs for each teacher. Established TSP's are flexible, however, improvement in the identified competencies is expected within 30 school days. Observation results will also determine the professional learning needs for each building to address the School Improvement Plan. A face-to-face meeting is held at the end of the school year to review the summative observation rating for each teacher. Teachers also have the option of providing feedback using the teacher feedback form.

Evaluation Plan Discussion

Each year, the FWCS *System of Support* Binder is updated. The binder is each administrator's repository of all System of Support documents, timelines, and rubrics.

Evaluators

a. FWCS held *System of Support* training (2 sessions) for all new administrators were held in August 2016. FWCS System of Support Review sessions (2 sessions) were held in August and September 2016 year. There was one New Administrators Orientation presentation covering the process (July 2016). Appendix Two is the *System of Support* Definition of Terms and Human Resources overview.

b. Principals are the primary evaluators and identified Assistant Principals and Guidance Coordinators are considered secondary evaluators. Directors are responsible for evaluating District level/Central office employees.

c. Same as (a) above. In addition, the Technology Department provides ongoing learning support on the eWalk and mVal evaluation monitoring systems.

d. Appendix Three will highlight FWCS's commitment to Inter-rater Reliability. Attached there is:

1. *Journal of Staff Development* article highlighting the District process and research base;
2. The Inter-rater Reliability Leadership Team RISE Rubric Definitions;
3. *Forced Agreement* Protocol.



6. Feedback and Remediation (Targeted Support Plans)

a. Summative Observation Evaluations will be shared at a conference held with the teacher prior to the last student day of the current school year. Final evaluations are given to teachers and administrators in the fall of the next school year upon receipt of state wide testing data. All teachers will receive their Focused Feedback by May 1st of the current school year and within seven school days from the completion of the evaluation.

b. Targeted Support Plans may be developed at the discretion of the unit head at any time. Any teacher with a rating of Improvement Necessary or Ineffective is required to have a TSP developed. Each Targeted Support Plan developed must provide professional learning opportunities, to address the identified deficiencies. Human Resource will monitor TSP's as well as strategies offered to teachers in an effort to glean best practices. Teachers are provided the opportunity to collaborate with District Instructional Leaders including Building and District Coaches, Resource Teachers, colleagues, Team Leaders, and District Instructional Coordinators. The Targeted Support Plan (TSP) is first step in offering support for teachers who need to improve in a competency. The principal places the teacher on the TSP and collaborates with multiple departments including building and district instructional coaches to personalize strategies to support a teacher in improving.

Using TSP data, Human Resources invited teachers rated Ineffective or Needs Improvement to participate in the Ball State University Professional Educators Initiative (PEI) modules. In addition to the PEI modules, FWEA also offered access to the National Education Association's (NEA) competency based Education Support Professionals (ESP) modules. Quality Improvement Teams are made up of teachers rated Highly Effective and Effective and their principal. The teams meet every summer for Professional Learning, which they replicate throughout the year. The teams are also responsible for writing their School Improvement Plans (SIP).

We also utilize data for teachers rated Ineffective or Needs Improvement in order to target them for support. We offer them Ball State University's Professional Educators Initiative (PEI) modules. In addition to the PEI modules, FWEA also offered access to the National Education Association's (NEA) competency based Education Support Professionals (ESP) modules.

The Professional Learning activities provide Professional Growth Points, which can be utilized for license renewal.

c. Fort Wayne Community Schools embraces professional learning as part of the *Triple P* (Precision, Personalization, and Professional Learning) Process. Educators document their learning as a requirement for licensure using the Professional Learning Course Form.

d. Teachers receiving a rating of ineffective may request a conference with the superintendent using the meeting request letter the request must be submitted within 5 days of the receipt of the Summative Evaluation. If you fail to request a conference within the five-day period, the rating will be final.

Figure 1: Professional Learning Course Attendance Slip-PGP

F W C S Strategic Initiatives
WE ARE YOUR SCHOOLS **Professional Learning Course Attendance Slip**

Teacher's Name:

School:

Grade Level/Subject:

Start Date: End Date:

- The Professional Learning Course Attendance Slip documents attendance.
- It is the responsibility of the certified teacher to maintain a copy.

Name/Topic of Professional Learning training:

Number of complete hours/Professional Growth Plan (PGP's) points earned*:

*The PGP points shall be calculated with (1) clock hour qualifying for (1) PGP point.

Required:

Presenter's Signature:

Date:

Figure 1



Figure 2: Principal Meeting Request Form

Date_____

Dear _____:

This letter is to inform you that you have been given a final summative rating of Ineffective. You have been given this rating, despite the efforts of many to provide support, as that term is defined in the districts evaluation system of support, as verified by many classroom visits/observations over the course of the 2013-2014 school year, formal written feedbacks, and targeted support plans.

If you disagree with this recommendation, you may request a conference with the Superintendent within five days of your receipt of this letter. If you fail to request that conference within the five-day period, this rating will be final.

Sincerely,

Principal

Figure 2

7. Instruction Delivered by Teachers Rated Ineffective

a. Class rosters will be reviewed and adjusted to ensure that students have teachers that meet their needs. Based on collective evaluation data, students will not be assigned to a teacher that would place them in a class with a teacher(s) who has had an ineffective rating for 2 consecutive years.

b. Parents will be notified by letter when their child is assigned for two consecutive to a teacher(s) who has been rated ineffective and the placement is unavoidable.

Figure 3: Parent Notification of Teacher Rating

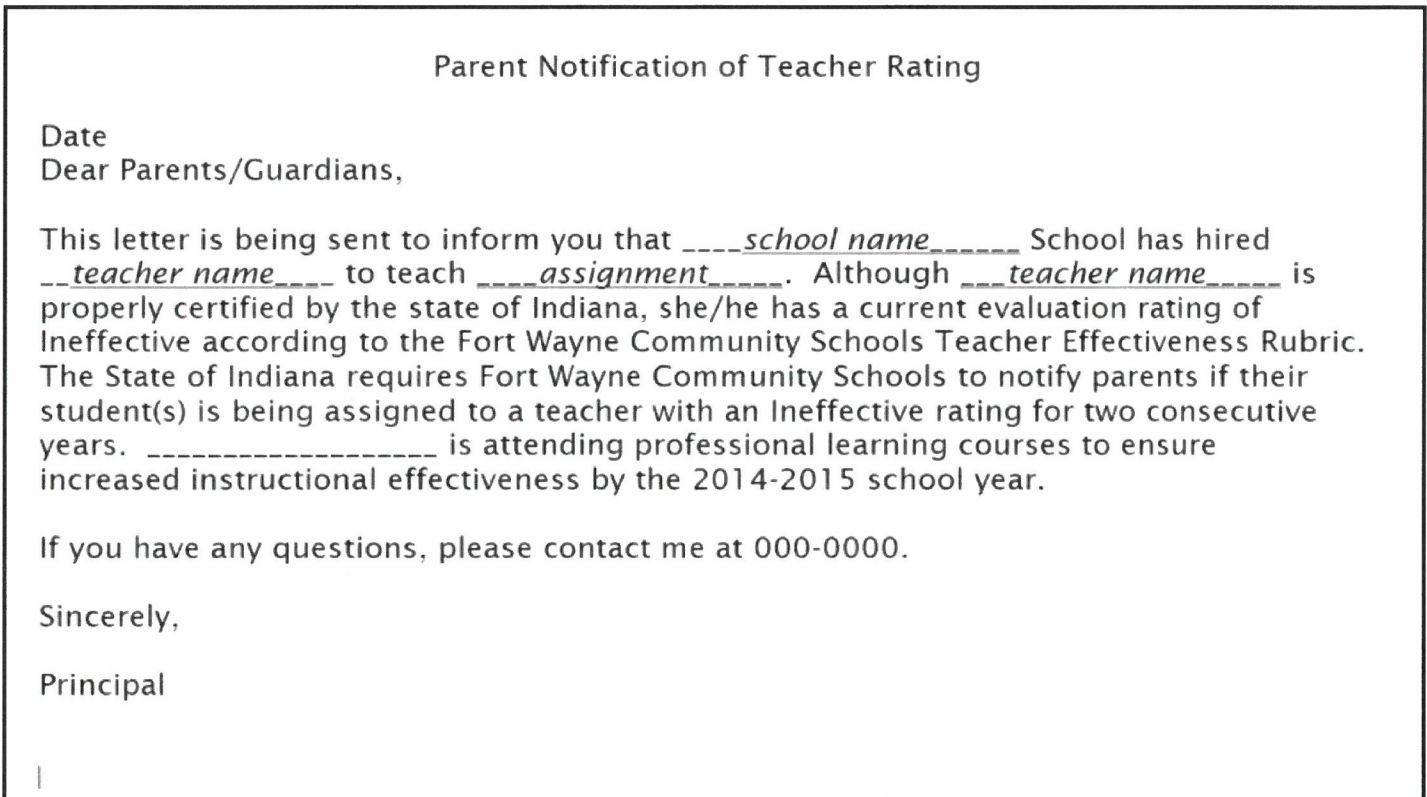


Figure 3

8. Teacher Appreciation Grant Policy

Fort Wayne Community Schools will distribute the Teacher Appreciation Grant using the Final Summative Evaluation for each teacher from the 2016-17 school year. Per 20-43-10-3.5(g)(1), the amount of the stipend awarded to a teacher rated as a highly effective teacher shall be twenty-five percent (25%) more than the amount of a stipend awarded to a teacher rated as an effective teacher. Stipends will be distributed to individual teachers within twenty (20) business days of the date the Indiana Department of Education distributes the teacher appreciation grant to the school.



Appendix One

All Classified Rubrics and *System of Support* Timelines:

1. Classroom Teacher;
2. Non-classroom Teacher;
3. District/Building Instructional Coach;
4. Special Education Teacher/Therapist;
5. Special Education District Coach/Resource Teacher;
6. Assistant Principal;
7. Guidance Coordinator/Guidance Counselor;
8. Athletic Director;
9. Principal



Appendix Two

1. Human Resources System of Support overview;
2. *System of Support* Definition of Terms.



Appendix Three

1. *Journal of Staff Development* article highlighting the District process and research base;
2. The Inter-rater Reliability Leadership Team RISE Rubric Definitions;
3. *Forced Agreement* Protocol.