

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2023-2024

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet 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 to IDOE 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) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Fort Wayne Community Schools
School Corporation Number	0235
Evaluation Plan Website Link	

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

- The System for Teacher and Student Advancement (TAP)
- The Peer Assistance and Review Teacher Evaluation System (PAR)
- RISE 3.0 State Model
- Locally Developed Plan
- Other _____ Modified RISE _____



WE ARE YOUR SCHOOLS

Fort Wayne Community Schools

Evaluation Plan

2023-2024

Annual Evaluations for all Certified Staff

At Fort Wayne Community Schools, we believe:

Nothing we can do for our students matters more than giving them effective teachers, capable of driving student learning outcomes. Teachers deserve to be treated like professionals. We need a system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence. The evaluation system will make a positive difference in teachers' everyday lives by providing detailed, constructive feedback, tailored to the individual needs of their classrooms and students.

EVALUATION PLAN DISCUSSION IC 20-28-11.5-4 (f)(1); IC 20-28-11.5-4 (f)(2)

Prior to August 1st, the superintendent will meet with the FWEA representative to discuss the evaluation plan and make any changes necessary in the plan.

At the first public school board meeting in August, the superintendent will share the updated RISE Evaluation Plan with the school board and other stakeholders. After this information is shared, the evaluation process will begin. Principals (or other administrative staff) will share the observation process, rubric and evaluation process with teachers.

ANNUAL EVALUATIONS IC 20-28-11.5-4 (c)(1)

Professional Practice

Utilizing the Indiana RISE Evaluation Plan for measuring Professional Practice. FWCS implements a Modified RISE Teacher Effectiveness Rubric for all certified employees, including administrators, principals, counselors, and the superintendent. This rubric provides an in-depth description for four performance levels: Highly Effective, Effective, Improvement Necessary and Ineffective.

What is professional practice?

- The assessment of instructional knowledge and skills, including performance in Planning, Instruction, Leadership, and Core Professionalism

How is professional practice measured in RISE?

- By conducting classroom observation and studying other evidence (such as lesson plans, assessments, artifacts, etc.)
- By utilizing the Indiana Teacher Effectiveness Rubric to organize information and assess performance

Timing and Frequency of Observations 511 IAC 10-6-5

Primary and Secondary Evaluators (FWCS Modified RISE trained administrators) will conduct a minimum of 2 observations as noted below for all certified teacher staff and support certified staff.

- Observations will be spaced appropriately through the year.
- Feedback will be provided to teachers after every observation.
- Additional observations and feedback will be provided for new and struggling teachers.

Observations	Length	Frequency	Post Conference	Written	Announced
Focus Feedbacks	30 min.	1 / semester min.	Yes	Within 5 days	May
Observations	10-15 min.	As needed	No	Within 2 days	No

EVALUATORS IC 20-28-11-5-1(2); IC 20-28-11-5-5(b); IC 20-28-11-5-8(a)(1)(D); 511 IAC 10-6-3

- FWCS holds System of Support Evaluation training (2 sessions) for all administrators were held in August of each school year. FWCS System of Support Review sessions (2 sessions) are held in January at the beginning of the second semester.
- 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.
- Process for determining who will serve as an evaluator is established by the Office of School Leadership and Cabinet.

RIGOROUS MEASURES OF EFFECTIVENESS IC 20-28-11.5-4(c)(2)

Domain 1: Purposeful Planning (10%) Weighted Rating of .3

Teachers use Indiana content area standards to develop a rigorous curriculum, relevant for all students. This builds meaningful units of study, continuous assessment and a system for tracking student progress. It also plans for accommodations and changes in response to a lack of student progress.

- Utilize Assessment Data to Plan
- Set Ambitious and Measurable Achievement Goals
- Develop Standards-Based Unit Plans and Assessments
- Create Objective-Driven Lesson Plans and Assessments
- Track Student Data and Analyze Progress

Domain 2: Effective Instruction (75%) Weighted Rating of 2.25

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

- Develop Student Understanding and Mastery of Lesson Objectives
- Demonstrate and Clearly Communicate Content Knowledge to Students
- Engage Students in Academic Content
- Check for Understanding
- Modify Instruction as Needed
- Develop Higher Level Understanding through Rigorous Instruction and Work
- Maximize Instructional Time
- Create Classroom Culture of Respect and Collaboration
- Set High Expectations for Academic Success

Domain 3: Teacher Leadership (15%) Weighted Rating of .45

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

- Contribute to School Culture
- Collaborate with Peers
- Seek Professional Skills and Knowledge
- Advocate for Student Success
- Engage Families in Student Learning

Core Professionalism

The final of the four domains, that contribute to the professional practice rating, illustrates the minimum competencies expected in any profession.

- Attendance
- On-time arrival
- Following policies and procedures
- Respect

EVALUATION FEEDBACK IC 20-28-11.5-1, IC 20-28-11.5-5 (b), IC 20-28-11.5-8 (a) (1) (D)

All evaluators have been assigned by the superintendent or Cabinet Level designee and trained using the evaluation model outlined.

All components of the observation (Focused Feedback, Observations, and the Final Summative Evaluation) processes are delivered via email through the eWalk evaluation system 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 & Observation Timeline

- Share FWCS Evaluation Model (adapted from Indiana RISE) with Teachers.....Aug. – Sept.
- Administrators meet to develop evaluation and observation schedule.....Aug. – Sept.
- Administrators conduct beginning-of-year conferences...Aug. – Sept.
- Evaluators complete a minimum of (1) complete Focus Feedback...Sep. – Dec.
- Evaluators conduct optional mid-year conferences with teachers.....January
- Evaluators complete a minimum of (1) complete Focus Feedback ...Feb. – April
- Conduct end-of-year Summative conferences for all Level I teachers.....May
- A copy of the completed evaluation, including any documentation related to the evaluation, must be available to the employee not later than seven (7) calendar days after the evaluation conference is conducted.
- Complete final evaluations and summative ratings on for all administratorsJune

Professional Development Plan

Teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan (FWCS uses a Targeted Support Plan) monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. Teachers needing a professional development plan (TSP) work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time.

FEEDBACK AND REMEDIATION PLANS IC 20-28-11.5-6

FWCS will utilize the eWalk application for providing feedback to teachers. Evaluators will deliver continuous, actionable and timely feedback. For teachers scoring below ‘Effective Rating’ during an observation, a targeted support plan will be developed.

DESIGNATION IN RATING CATEGORY IC 20-28-11.5-4(c)(3); 511 IAC 10-6-2(c); IC 20-28-11.5-4(c)(5); 511 IAC 10-6-4(c)

Categories of Performance

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 - 3.5	3.49 - 3.0	2.99 - 2.0	< 2.0

- 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 90% of the final rating. Each teacher will be rated, with the rating comprised of the 90% observation and 10% 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 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 professional contribution to the school, in the 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:

Remediation Plans include:

- Identification of development areas: Work together to define one or two areas for development.
- Action plan: Develop clear, measurable steps the teacher can take to improve.
- Timeline: Establish when and how the teacher will show the action has been accomplished.

Remediation Plan Action Steps

- All action steps should be implementable in 1 - 3 weeks. If not, the action step is too big.
- Coaches, mentors, administrators and/or department heads can support this teacher.
- Professional learning and development, linked to strategies for improvement, can be offered. Professional growth points earned toward license renewal may be used to document participation in such opportunities. Professional development used for PGPs for license renewal must be pre-approved and must be directly related to the improvement plan.
- The teacher will submit by paper or email, items specific to action steps (lesson plans, assessments, etc.)

Negative Impact Statement

Negative impact on student learning shall be defined as follows:

- For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.
- At the end of the school year, evaluators will use the weighted scores from observations, along with the Core Professionalism requirements, to determine the summative evaluation score. If a teacher fails to meet a standard in the Core Professionalism component, one (1) point will be deducted from the final summative score.

FEEDBACK AND REMEDIATION PLANS IC 20-28-11.5-7(c,d); IC 20-28-11-5.6(a,b,c);

Instruction Delivered by Teachers Rated 'Ineffective'

The FWCS Modified RISE is a support system, not just a summative tool. While all teachers benefit from frequent and actionable feedback, the Targeted Support Plan formalizes support for teachers who need it. The following teachers may benefit from Targeted Support Plans:

- Teachers receiving summative evaluation ratings of 'Improvement Necessary' or 'Ineffective' (mandatory by law - max. 90-day timeline)
- New teachers in their first few years of teaching
- Teachers who struggle throughout the year

Student rosters of 'Ineffective' or 'Needs Improvement' rated teachers will be managed in each building by the building principal (or his designee) to ensure that no student will have any 'Ineffective' or 'Needs Improvement' rated teachers for two consecutive years. If due to courses offered or space restrictions, students must *not* have assignments to consecutive teachers rated as "Ineffective." A parent mailing will be sent to those students affected.

For teachers rated as 'Needs Improvement' or 'Ineffective,' hold end-of-year conferences with these employees who are eligible for cancellations or nonrenewal of contract due to reductions in force, probationary statute, or incompetence. Although summative ratings will likely not be available, evaluators should use the most complete and accurate information that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time, as well as on the evaluator's best profession judgment.

- If a teacher in danger of dismissal and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will not have summative ratings at this point, but they will have evidence collected throughout the year and established patterns of poor performance from the previous year. This may include (but not limited to) the following: Observation notes, student data (formative and summative), student work, lesson plans, and other assessments.
- To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring, even in the absence of summative ratings. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

If the Certificated Employee receives a rating of **Ineffective**, then the employee may file a written request for a private conference with the Superintendent or the Superintendent's designee not later than five (5) days after receiving notice of the rating. The Superintendent or Superintendent's designee will grant the request for a conference at a mutually agreed upon day and time.