



Annual Evaluation Plan Submission 10-3-13

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 Common Core 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.**

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

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

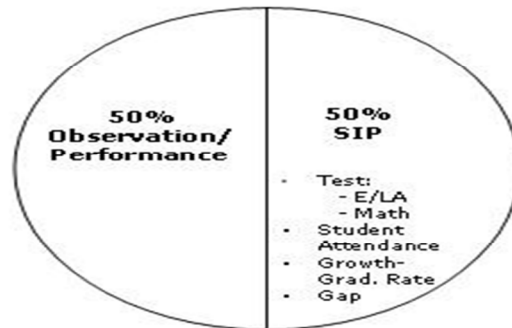
2. Objective Measures of Student Achievement and Growth

(modified to 90/10 for 12/13 school data)

a. Weighting of student achievement in final summative evaluation is 50% of the final rating.



Rating Calculation



FORT WAYNE COMMUNITY SCHOOLS

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 performance results from state wide assessments will determine 50% of the final summative evaluation rating.

c. Student Learning Objectives (SLO's) are not applicable: All teachers are connected to their School Improvement Plan. 50% of their final summative rating will be gauged by the targets in the SIP.

d. Student Learning Objectives (SLO's) are not applicable: All teachers are connected to their School Improvement Plan. 50% of their final summative rating will be gauged by the targets in the School Improvement Plan.

e. Observation Rubrics allow for performance to be rated in one of four categories (Highly Effective, Effective, Improvement Necessary, Ineffective) (See Appendix 1, pg. 2)

3. Designation in Rating Category (percentages modified for 12/13 school data)

a. All teachers will receive a summative observation rating by the end of 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 50% of the final rating. Each teacher will be rated, with the rating comprised of the 50% observation plus 50% data rating. 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 teachers 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. Negative impact is characterized by a significant decrease in student achievement and low levels of student growth and will be calculated by the Indiana Department of Education for all teachers with Indiana Growth Model Data. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next year.

FWCS defines negative impact on student growth for classes not measured by statewide assessment as: TBD.

- c. The observation rating plus 50% of the data 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. (See Appendix 1, pg. 2)

Observation/evaluation results indicating the need for Targeted Support will determine the recommended professional development/support needs for each teacher. 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 observation rating for each teacher.

5. Evaluators

a. Evaluation training for all new administrators was held August 20, 2013.



Evaluation
PowerPoint.ppt

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 on going learning support on the eWalk and mVal evaluation monitoring systems.

6. Feedback and Remediation Plans

a. All teachers will receive their Focused Feedback by May 1st of the current school year. Summative Evaluations will be shared at a conference held with the teacher prior to the last student day of the current school year. (See Appendix 1, pg. 4)

b. Each Targeted Support Plan developed must provide professional learning opportunities for the identified deficiencies. 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. (See Appendix 1, pg. 5)

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 Development Course Form. (See below)



Academic Services

Professional Development Course Attendance Slip

Teacher's Name: _____

School: _____

Grade Level/Subject: _____

Start Date: _____

End Date: _____

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

Name/Topic of Professional Development 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: _____

d. Teachers receiving a rating of ineffective may request a conference with the superintendent using the meeting request letter ([See Appendix 3](#)) 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.

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

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 ([See Appendix 4](#)) when their child is assigned for two consecutive to a teacher(s) who has been rated ineffective and the placement is unavoidable.

Parent Notification of Teacher Rating

Date

Dear Parents/Guardians,

This letter is being sent to inform you that _____ *school name* _____ School has hired _____ *teacher name* _____ to teach _____ *assignment* _____. Although _____ *teacher name* _____ is properly certified by the state of Indiana, she/he has a current evaluation rating of Ineffective according to the Fort Wayne Community Schools Teacher Effectiveness Rubric. The State of Indiana requires Fort Wayne Community Schools to notify parents if their student(s) is being assigned to a teacher with an Ineffective rating for two consecutive years.

_____ is attending professional development courses to ensure increased instructional effectiveness by the 2013-2014 school year.

If you have any questions, please contact me at 000-0000.

Sincerely,

Principal