



Evaluation Plan Submission Coversheet 2015-2016

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). Per Indiana's ESEA Flexibility Waiver, the IDOE will review each evaluation plan for the requirements of IC 20-28-11.5 and provide districts feedback on the review. In order to provide quick feedback, the district will need to ensure that each requirement list the corresponding page number(s).

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has 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.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name				
School Corporation Number				
<input type="checkbox"/> Our corporation's staff performance evaluation plan has not been altered since the 2014-2015 submission.				
Annual Evaluations				
Requirement	Statute	Examples of Relevant Information		Reference Page Number
<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.		1-2

Objective Measures of Student Achievement and Growth

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<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)	Weighting of student achievement in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth	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)	Student and/or School Wide Growth data (individual growth measure for teachers in grades 4-8) Other Statewide Assessments incorporated into evaluations	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)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	2
<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)	Student Learning Objectives or other student learning measures	2

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	1

Designation in Rating Category

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input checked="" type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	2-3
<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) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	3
<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) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	3

Evaluation Feedback

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input checked="" type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	4

Evaluation Plan Discussion

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<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) and (2)	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	5

		the plan with teachers or the teachers' representative, if there is one.	5
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Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<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)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	5
<input checked="" type="checkbox"/> Teachers acting as evaluators (which are optional) 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; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	1-2
<input checked="" type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training and ongoing training	4

Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<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	System for delivering summative evaluation results to employees	4

<input checked="" type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	5
<input checked="" type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	5
<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	Process for teachers rated as ineffective to request conference with superintendent	7

Instruction Delivered by Teachers Rated Ineffective			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<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	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	7
<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	Description of how parents will be informed of the situation	7



1. Annual Evaluations & Rigorous Measures of Effectiveness

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 certified 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.**
 - 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.

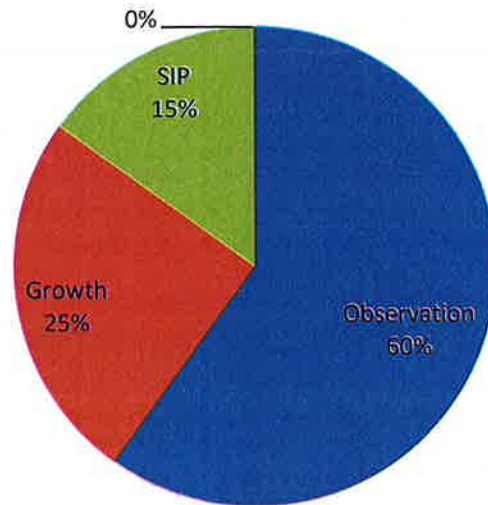
Note: Rubrics for Principals, Assistant Principals, Guidance Counselors, Guidance Coordinators and Athletic Directors are used for administrative evaluations. All building level administrators will be evaluated on an annual basis.

- 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.

2. Objective Measures of Student Achievement and Growth

a. Weighting of student growth, School Improvement Plan and Teacher Observation are all calculate 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 building level growth data.

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 growth is measured by ISTEP scores.

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

3. 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 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.
- **Improvement Necessary** - 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. 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.

5. Evaluation Plan Discussion

- a. The FWCS System of Support has been reviewed with the teacher's representative union in the Discussion process.
- b. The FWCS System of Support is in writing and housed in the Department of Human Resources. The SOS has been presented to each FWCS Board member individually as part of the Superintendents annual evaluation. The SOS is reviewed with the FWCS Board of School Trustees in regularly scheduled board work session(s).

6. Evaluators

- a. FWCS held System of Support training for all administrators was held, August 6, 2015. FWCS System of Support technology support sessions were held in September 2015.
 - *EXHIBIT A: Agenda*
 - *EXHIBIT B: Definitions*
 - *EXHIBIT C: Timeline*
- 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.

7. Feedback and 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. The Professional Learning activities provide Professional Growth Points which can be utilized for license renewal. 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.
- 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.



STRATEGIC INITIATIVES

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: _____

- 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.

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 2014-2015 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

8. 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.

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 learning courses to ensure increased instructional effectiveness by the 2016-2017 school year.

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

Sincerely,

Principal

August 6, 2015

Leadership – FWCS System of Support

Protocol – In your handout is the protocol we will follow for today. Attached to that is the packet of materials of Growth Goals for Student Achievement which will be completed by each teacher. 70% is the minimum percentage for any goal.

1. Memo 8/6/15

- Snapshots completed on the iPad will not begin until September 1st. However, beginning the 1st day of school you are encouraged to complete snapshots on paper and compare notes with the other administrators in your building. This should further support the goal of IRR, please refer to the IRR definitions. If you see something that needs additional attention while completing the snapshot, please address it with the teacher. If you are the only administrator in your building you are encouraged to work with other principals to schedule times to walk their buildings and follow the same process. Academic Services is available to support you as well.

2. Overview

- TSP's – will provide additional information: It would be nice if you had a teacher who was on a TSP and they have transferred to another school to let the principal, so that when the system rolls over they know to look. If you have questions about a specific teacher you may email me. All support plans should be read as soon as possible. If there are timelines follow them, if the timeline is not appropriate for you, you will need to revise the plan. Open a new plan to insert the new information. Each time you review a plan based on the review date, please open a new plan in eWalk.
- New TSP opened each tie reviewed
- Notify Director when TSP is developed

I will be sending or sharing more information with you on writing TSP's. If you need something immediately please feel free to contact mem

Protocol:

Walk thru each teacher rubric:

- Rubric Selection
 - ✓ Note added back in
- Timeline – vary
- SOS Flowchart

-
- **There are 3 Domains each teacher rubric**

Domain 1: Purposeful Planning - 5 competencies

Domain 2: Effective Instruction – 9 competencies

Domain 3: Leadership – 5 competencies

= total of 19 competencies plus core professionalism

Classroom Teacher

- Rubric Selection
 - ✓ Notes added back in
- Timeline – varies per rubric
 - ✓ Minimum 1 snapshot
 - ✓ Initials are not required
 - ✓ FF - May 1
 - ✓ Summative Observation rating – May 1
 - ✓ Summative Observation meeting – last teacher work day
- SOS Flowchart

Key talking Points for classroom rubric

- ✓ Effective = **Consistent**
- ✓ Improvement Necessary = **Seldom**
- ✓ Ineffective = **No Evidence of**
 - Minimum 1 snapshot per week – determined on observations and need of teacher
 - Initials are not required
 - FF – May 1

- Summative Observation rating – May 1
- Summative observation meeting – last teacher work day
- Tiered Pyramid of Support

Non-Classroom Teacher

- **Rubric Selection**
 - ✓ Notes added back in
- **Timeline**
 - ✓ Snapshots optional
 - ✓ One initial required each semester is required
 - ✓ FF May 1
 - ✓ Summative Observation rating – May 1
 - ✓ Summative Observation meeting – last teacher work day
- **SOS Flowchart**

Key talking Points for classroom rubric

- ✓ Effective = **Consistent**
- ✓ Improvement Necessary = **Seldom**
- ✓ Ineffective = **No Evidence of**
 - Snapshots optional
 - Initials are not required
 - FF – May 1
 - Summative Observation rating – May 1
 - Summative observation meeting – last teacher work day
 - Tiered Pyramid of Support

District/Building Coach

- **Rubric Selection**
 - ✓ Notes added back in
- **Timeline**
 - ✓ Snapshots optional
 - ✓ Initial each semester is required
 - ✓ Summative Observation rating – May 1
 - ✓ Summative Observation meeting – last teacher work day

Key Talking Points

- ✓ Effective = **Consistent**
- ✓ Improvement Necessary = **Seldom**
- ✓ Ineffective = **No Evidence of**
- ✓ Pyramid for Tiered Support

Special Education Teacher/Therapist

- **Rubric Selection**
 - ✓ Notes added back in
- **Timeline**
 - ✓ Snapshots required
 - ✓ Initials are not required
 - ✓ Summative Observation rating – May 1
 - ✓ Summative Observation meeting – last teacher work day
- **SOS System Flowchart**

Key Talking Points

- ✓ Effective = **Consistent**
- ✓ Improvement Necessary = **Seldom**
- ✓ Ineffective = **No Evidence of**
- ✓ Pyramid for Tiered Support

Noted:

Competency 2.7 – the instructional use and expectations of para-professionals

Competency 2.9 – addresses the additional responsibilities SE teachers have as it relates to compliance with IEP's. Case Conferences and BIP's.

- ✓ Pyramid for Tiered Support

Special Education District Coach/Resource Teacher

- **Rubric Selection**
 - Notes added back in
- **Timeline**

- Snapshots are not required
- Initials are required
- Summative Observation rating – May 1
- Summative Observation meeting – last teacher work day
- **SOS flowchart**

Key Talking Points

- ✓ Effective = **Consistent**
- ✓ Improvement Necessary = **Seldom**
- ✓ Ineffective = **No Evidence of**
- ✓ Pyramid for Tiered Support

Administrator Rubrics

Assistant Principal

- All AP's school year and year round
- Timeline
 - ✓ 1 initial feedback each semester
 - ✓ FF – some portion completed each sem, completed by 2nd sem
 - ✓ Final Evaluation – August 31
- Same key words highlighted
- All Assistant Principals are expected to complete a minimum of 10 snapshots per week

Guidance Coordinator/Counselor

- All Counselors and Guidance Coordinators
- Timeline
 - ✓ 1 initial feedback each semester
 - ✓ FF – some portion completed each semester, completed by end of 2nd sem
 - ✓ Final Evaluation – August 31
 - ✓ Same key words highlighted

Athletic Director

- All HS Athletic Directors
- Timeline
 - ✓ 1 initial feedback each semester
 - ✓ FF – some portion completed each sem, completed by end of 2nd sem
 - ✓ Final Evaluation – August 31
 - ✓ Same key words highlighted
- **IRR Definitions** – can add additional information
- **Misc.**
 - Tips for effective instruction

Technology

- ✓ Technology Directions

Q & A

FWCS System of Support Components

Observation Component	Component Description
<p>Snapshot – short visits that occur 1-4 times per week or as identified by the assigned rubric. Teacher will be emailed a copy of the observation after each visit.</p>	<ul style="list-style-type: none"> • Focus on the instructional practices of the teacher • Focus on the instructional environment in the classroom • Determine if there are specific competencies that require support to increase teacher effectiveness and to improve student achievement
<p>Initial Feedback – extended observation used to obtain additional information after a series of snapshots to determine if there is a need for support or recognition in a specific area. Teacher will be emailed a copy of observation after each visit.</p>	<ul style="list-style-type: none"> • Focus on planning, Instruction and leadership • Understand trend data specific to the individual teacher
<p>Focused Feedback – a yearlong process with a portion of all competencies are completed each semester to provide precise feedback to teacher about his/her instruction. Teacher will be emailed a copy of the observation after each visit, face to face meetings scheduled as requested and appropriate.</p>	<ul style="list-style-type: none"> • Focuses on planning, instruction and leadership • The teacher effectiveness rubric will be used to identify and document teacher trends • Documentation will identify and be used to differentiate growth, and support opportunities
<p>Targeted Support Plan – provides support for any identified teacher at any rating level. May be developed at the discretion of the Unit Head or is required for any teacher with an improvement necessary or ineffective rating.</p>	<ul style="list-style-type: none"> • Addresses immediate needs as documented through observations • Provides strategies with building and district supports in place • Allow opportunity for the teacher to request specific supports to improve performance
<p>Summative Evaluation – culmination of all documented observations for the school year. Teacher will be rated Highly Effective, Effective, Improvement Necessary or Ineffective in each competency of each of the 4 Domains and receive an overall rating in one of the 4 rating categories.</p>	<ul style="list-style-type: none"> • Provided annually to each teacher, is an overview of the documented observations for the school year. • Observation rating will be calculated with data rating for final overall rating.



Strategic Initiatives
Inter-rater Reliability Leadership Team RISE Rubric Working Document Definitions - 3/23/15

		Intervention: Action planned to deliberately cause a desirable outcome for each student.		
1.3	Well-designed	Well-designed: Intentional, data-driven, rigorous and student-centered all the while maximizing instructional time.		
	Backward Planning	Backward Planning: Designing rigorous informal and formal assessments and instructional plans aligned with the end achievement targets.		
1.4	Informal/Formative Assessments- assessments for leaning	Informal/Formative Assessment-assessment for learning: Informal/Formative Assessment = assessment for immediate feedback that guides next instructional steps and helps teachers and students identify their strengths and target areas that need continued support.		Examples of formative assessments include asking students to: draw a concept map in class to represent their understanding of a topic submit one or two sentences identifying the main point of a lecture turn in a research proposal for early feedback (Exit Slip)
	Summative Assessments- assessments for learning	Summative Assessment-assessment of learning: Summative assessments evaluate student learning at the end of an instructional unit by measuring it against the standards or benchmark to determine mastery of learning objectives.		Examples of summative assessments include: <ul style="list-style-type: none"> • a final project • a paper • a senior recital • a midterm exam Story about effective use of summative assessments.
1.5	Data-analysis	Data-analysis: The teacher is daily identifying patterns in student learning using data.		Attendance, behavior, disproportionality, standardized testing, historical data, etc.,



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Working Document Definitions - 3/23/15

	Tracking Systems	Tracking Systems: An effective process for collecting student data to track student growth standard by standard, skill by skill to facilitate the analysis of what students know and do not know, to revise teacher work, differentiate instruction, and to group and regroup students.		informal, formative, and summative assessments, such as common unit assessments of learning.
2.1	Mastery	Mastery: Successfully demonstrate the desired outcome without support and apply the knowledge and skills into new or more complex learning.		
2.2	Higher-Order Questions	Higher-Order Questions: Students' questions lead others to apply, analyze, synthesize, and evaluate information, ideas, concepts, instead of simply recalling facts; higher-order questions promote critical, extended thinking.	Small groups are given higher-order question stems (Blooms and DOK) in groups, the teacher asks students to create questions using these stems, and knowledge of the given topic. These questions are then shared whole group and discussed in a review practice. Similarly, single examples may be chosen for a variety of uses including PSLs and exit slips.	Would students eventually be expected to ask such questions unprompted and without the use of the stems? I believe many of our teachers still use the stems as scaffolding in their own lesson design. Good question—we need to think about this and make revisions in our exemplar.
	Student Collaboration	Student Collaboration: <ul style="list-style-type: none"> • Each student plays an active role as both learner and teacher. • Students work together toward a common goal. • Students are self-directed learners/researchers. • Students are thinking critically. 		Student collaboration is itself a learned process/procedure. Successful student collaboration is achieved within the framework of a set procedure put into place by the classroom teacher and student collaboration is only successful if the



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Working Document Definitions - 3/23/15

	Developmentally Appropriate Language	Developmentally Appropriate Language: The teacher's use of language is accessible and student-centered; challenging, but achievable with sufficient adult support. (IRA, NAEYC, 1998)		students are operating within that procedure. Student collaboration procedures should be based on constructivist principles.
2.3	Actively Engaged	Engagement: Students associate the task with a result or product that has meaning and value for the student. Students will persist in the face of difficulty and will learn at high and profound levels. (Schlechty, 1994)	<p>Posted daily objectives written in student friendly language: "We can...." As opposed to standards language.</p> <p>Teacher-Directed Learning You will see students...</p> <ul style="list-style-type: none"> • Paying attention (alert, tracking with their eyes) • Taking notes • Listening (as opposed to chatting, or sleeping) • Asking questions (content related) • Responding to questions • Following requests (participating) • Reacting (smiling, laughing, etc.) <p>Student-Directed Learning You see students individually or in small groups...</p> <ul style="list-style-type: none"> • Reading critically (with pen in hand) • Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions • Performing/presenting inquiring, exploring, explaining, evaluating, 	



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Working Document Definitions - 3/23/15

	<p>Significantly Promote Student Mastery</p> <p>Effectively Integrates Technology</p> <p>Learning Modalities</p>	<p>Significantly Promotes Student Mastery: The teacher exhibits high expectations for all students and</p> <ul style="list-style-type: none"> • Has set goals with students • Uses data to plan next step • Provides frequent feedback • Provides appropriate scaffolding when needed <p>Technology Integration: Use technology effectively as a learning tool in classroom practices. Successful technology integration is achieved when the use of technology is:</p> <ul style="list-style-type: none"> • Routine and transparent • Accessible and readily available for the task at hand • Supporting the curricular goals, and helping the students to effectively reach their goals <p>Learning Modalities: Are the sensory channels or pathways through which individuals give, receive, and store information. Perception, memory, and sensation comprise the concept of modality. The modalities or senses include visual, auditory, tactile/kinesthetic, smell, and taste. Researchers, including Reiff, Eisler,</p>	<p>and experimenting</p> <ul style="list-style-type: none"> • Interacting with other students, gesturing and moving <p>Examples: computers, mobile devices like tablets, digital cameras, software applications, the Internet, etc</p>	
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	<p>Multiple Intelligences</p>	<p>Barbe, and Stronck have concluded that in a classroom, the students would be approximately:</p> <ul style="list-style-type: none"> 25-30% visual 25-30% auditory 15% tactile/kinesthetic 25-30% mixed modalities <p>Recognizing these differences in learning modalities, the teacher plans a variety of approaches to learning to meet their needs.</p> <p>Multiple Intelligences: Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner. (Gardner's Multiple Intelligences 1991)</p>	<p>VISUAL/SPATIAL - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching</p> <p>VERBAL/LINGUISTIC - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching</p> <p>MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem solving. This is the</p>	
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			<p>other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform</p> <p>BODILY/KINESTHETIC - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still</p> <p>MUSICAL/RHYTHMIC - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education</p> <p>INTRAPERSONAL - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to them</p> <p>INTERPERSONAL - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too</p>	
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			<p>concerned about being social" in a traditional setting</p> <p>NATURALIST - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children</p> <p>EXISTENTIALIST - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy (Gardner, 1991)</p>	
2.4	<p>Check for Understanding</p>	<p>Check for Understanding: The teacher uses a variety of methods and informal/formative assessments to determine students' progress toward mastery and inform future instruction.</p> <p>How do you know that students know?</p>	<p>Examples: Clock Partners - Schedule appointments to work in pairs and share.</p> <p>This gets students up, moving around, and interacting with each student they may not usually spend time.</p> <p>3-2-1 3 things I learned about: 2 questions I still have: 1 thing I understand completely:</p>	<p>Here, meaningful work relates to work to be done by students when the teacher is unavailable. The planning for this time and the work aligned can only be successfully completed with prior explicit instruction revolving around classroom procedures.</p> <p>Respond to misunderstandings; make changes to the instruction; Anticipate</p>



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	Systematically Assess	Systematically Assess: With regularity, for all individuals – checking for understanding.	Whip Around Students list three thoughts/statements. All students stand. The teacher randomly calls students to share; if their topic is called they sit. Teacher continues until all students are sitting.	student misunderstandings Activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands on models, using think-alouds, providing visual cues
2.5	Scaffolding	Scaffolding: The teacher provides successive levels of temporary support that help students reach higher levels of skill acquisition that they would not be able to achieve without assistance.		
2.6	Rigorous instruction and work	Rigor: Rigor in FWCS ensures personalized, critical, flexible, creative and thorough thinking for all adults and students that is <ul style="list-style-type: none"> • Results-oriented and standards-driven; • Collaborative and Reflective; • Relevant to the learner; • Appropriately and personally challenging; and Stimulating and engaging In a supportive culture of high expectations for all.		
2.7	Engaged in meaningful work	Meaningful work: Work that is rigorous, valuable, and relevant to the student, ensuring learning of state standards.		



Strategic Initiatives

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	Relevant	Relevant: Students understand why they are learning what they are learning and can connect it to their life.		
2.9	High Expectations	High Expectations: Teachers demonstrate their belief that all students can succeed and they never give up on them. Teachers design lessons that engage all students in rigorous, collaborative, interdisciplinary, inquiry-based curriculum resulting in college and career success for all students.	<p><i>"Regardless of your experiences, in my classroom you will be successful!"</i></p> <p>No excuses mentality</p>	
	Safe	Safe: The teacher creates an environment in which all students are willing to take chances or unafraid to fail in order to learn and achieve success. The teacher fosters a community culture in which all students are free from ridicule, put-downs, and sarcasm.		

Classroom Teacher System of Support Timeline

	Profile Meeting	Snapshots 1-4 times per week	Initial Feedback	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support	
August	X	X	———— as appropriate based on snapshot data and rubric ————	some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the unit head based on performance observations	
September		X						
October		X						
November		X						
December		X						
End of 1 st Semester					X			
January		X			remaining competencies completed by May 1			
February		X						
March		X						
April		X						
May 1		X			X	X		
End of 2 nd Semester		X						X

This applies to teachers that provide instructional services necessary to educate all students and ensure that all students meet grade level state standards expectations

*General Education Classroom Teacher

*Interventionist

*Special Area Teacher

*Special Education Teacher (all exceptionalities)

* Speech Language Pathologist

9/14/2015

Non-Classroom Teacher System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1-2 per semester)	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of 1 st Semester				X			
January 8			X	X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X	X		
End of 2 nd Semester			X			X	Required for all IN/IE ratings X

This applies to teachers that work in varied settings as they support adults and instruct students in a non-traditional setting

*Secondary Media Teacher

*District Resource Teacher

*Student Learning Advocate

9/14/2015

Building/District Coach System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1 per semester)	Focused Feedback	Summative Observation Evaluation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			some competencies completed in first semester			Developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of 1 st Semester			X	X			
January				X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X	X		
End of 2 nd Semester			X			X	Required for all IE/IN ratings for X

This applies to teachers that provide support services to ensure that classroom teachers continuously improve their ability to provide instructional services to all students

*Building Coach

*District Coach

*School Improvement Coordinator

Special Education Teacher/Therapist System of Support Timeline

	Profile Meeting	Snapshots 1-4 times per week	Initial Feedback	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support		
August	X	X	———— as appropriate based on snapshot data and rubric ————	some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the unit head based on performance observations		
September		X							
October		X							
November		X							
December		X							
End of 1 st Semester				X					
January		X			remaining competencies completed by May 1				
February		X							
March		X							
April		X							
May 1		X		X		X			
End of 2 nd Semester		X						X	Required for all IN/IE ratings X

This applies to teachers that provide instructional services necessary to educate all students and ensure that all students meet grade level state standards expectations

*General Education Classroom Teacher

*Interventionist

*Special Area Teacher

*Special Education Teacher (all exceptionalities)

* Speech Language Pathologist

9/14/2015

Special Education District Coach/Resource Teacher System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1 minimum 1 completed by end of each semester)	Focused Feedback (1 completed each semester)	Summative Evaluation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			all competencies completed in each semester			Developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of Semester 1			X				
January				X			
February				all competencies completed by May 1			
March							
April							
May 1				X	X		
End of Semester 2			X			X	Required for all IE/IN ratings for X

This applies to positions reporting to the Special Education Department that provide support to Special Education Teachers and Special Education Students to ensure compliance with IEP's and support services

*Special Education District Coaches

*Special Education Resource Teachers

*Special Education Consultation Teacher

*Adaptive Physical Education Teacher

9/14/2015

Principal				
Timeline	Evaluation Components			
	Component 1:	Component 2: Initial Feedback	Component 3: Focused Feedback	Component 4: Summative Observation Rating
Personnel	All Principals	All Principals	All Principals	All Principals
August	Unit Profile meeting minimum one completed first quarter	Used for principals as needed	X (for prior school year)	X (for prior school year)
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester	
October		(2) one to be completed by the end of each semester	Optional face to face at end of first semester	
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X

Assistant Principal

Timeline	Evaluation Components			
	Component 1: (Focus on Instructional Practices)	Component 2: Initial Feedback (Planning, Instruction, Leadership)	Component 3: Focused Feedback (Planning, Instruction, Leadership)	Component 4: Summative Observation Rating
Personnel	All Assistant Principals	All Assistant Principals	All Assistant Principals	All Assistant Principals
August	Unit Profile meeting minimum one completed first quarter	Used for assistant principals as needed	X <small>(for prior school year)</small>	X <small>(for prior school year)</small>
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester Optional face to face at end of first semester	
October		(2) one to be completed by the end of each semester		
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X

Guidance Counselor/Guidance Coordinator

Timeline	Evaluation Components			
	Component 1 (Focus on Instructional Practices)	Component 2 Initial Feedback (Planning, Instruction, Leadership)	Component 3 Focused Feedback (Planning, Instruction, Leadership)	Component 5 Summative Observation Rating
Personnel	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors
August	Unit Profile meeting	Used to support counselors as needed	X (for prior school year)	X (for prior school year)
September	Set goals based on data Completed first quarter	Face to face meeting only if needed	Some portion must be completed by end of 1 st semester Optional face to face at end of first semester Monthly conversations	
October		(2) One to be completed by the end of each semester		
November				
End of 1 st Semester		X		
January				
February				
March				
April			Required face to face for end of second semester	
May 1			Completed by June 1 st	
End of Semester		X		
June 1			X	
July 31				X

Athletic Director

Timeline	Evaluation Components			
	Component 1: (Focus on Instructional Practices)	Component 2: Initial Feedback (Planning, Instruction, Leadership)	Component 3: Focused Feedback (Planning, Instruction, Leadership)	Component 4: Summative Observation Rating
Personnel	Athletic Directors	Optional only if needed	All Athletic Directors	All Athletic Directors
August	Unit Profile meeting Minimum one completed first quarter	Used for assistant principals as needed	X (for prior school year)	X (for prior school year)
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester Optional face to face at end of first semester	
October		(2) One to be completed by the end of each semester		
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X