FWCS System of Support

Training 2020-2021

1. SOS Beginning of year Memo

1. Selection of Rubric

2. Overview of Process

3. Tips for Observing Effective Instruction

4. Timelines

5. Know the difference between;

6. Insubordination - refusal to complete/follow through on a district/school expectation/directive.
7. Incompetence - inability/lack of skill to complete/follow through on a district/school expectation/ directive

8. Non-renewal - No later than January if you feel you have exhausted all resources and the teachers' performance is still not effective contact me. The non-renewal process is completed on an individual basis.

9. Call or email if you have questions or, if you are uncertain on any part of the process or use of the technology:

Contact:

Katina -technology - 467-2166

Austin-content and process- 467-2148

Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

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 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 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 2021-2022 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)

x   RISE State Model

☐   Locally Developed Plan

☐   Other_____

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Annual Evaluations

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐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

Rigorous Measures of Effectiveness

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	● 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)	3

Designation in Rating Category

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	● Definition of performance categories ● Summative scoring process that yields placement into each performance category	4
☐A definition of negative impact for certificated staff ☐A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	● Definition of **negative impact** on student growth for all certificated staff ● Description of the process for modifying a final summative rating for negative growth	4
☐All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	● Summative scoring process that yields placement into each performance category ● Weighting (broken down by percentage) of all evaluation components	4

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	● Process and timeline for delivering feedback on evaluations ● Process for linking evaluation results with professional development	4

Evaluation Plan Discussion

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(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 the plan with teachers or the teachers' representative, if there is one	5

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐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 ongoing evaluator training ● Description of who will serve as evaluators ● Process for determining evaluators	6
☐Teachers acting as evaluators (*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(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	● Description of who will serve as evaluators ● Process for determining evaluators	5
☐All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	6

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐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	7
☐Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	● Remediation plan creation and timeframe ● Process for linking evaluation results with professional development	7
☐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	7

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐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	

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐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	8
☐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	8

Annual Evaluation Plan Submission

1. The FWCS System of Support is 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 are 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.**

      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 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 Pathway to Progress
Grades 4-8 – ILEARN
Grades 9-12 - SAT

■ Observation ■ Growth
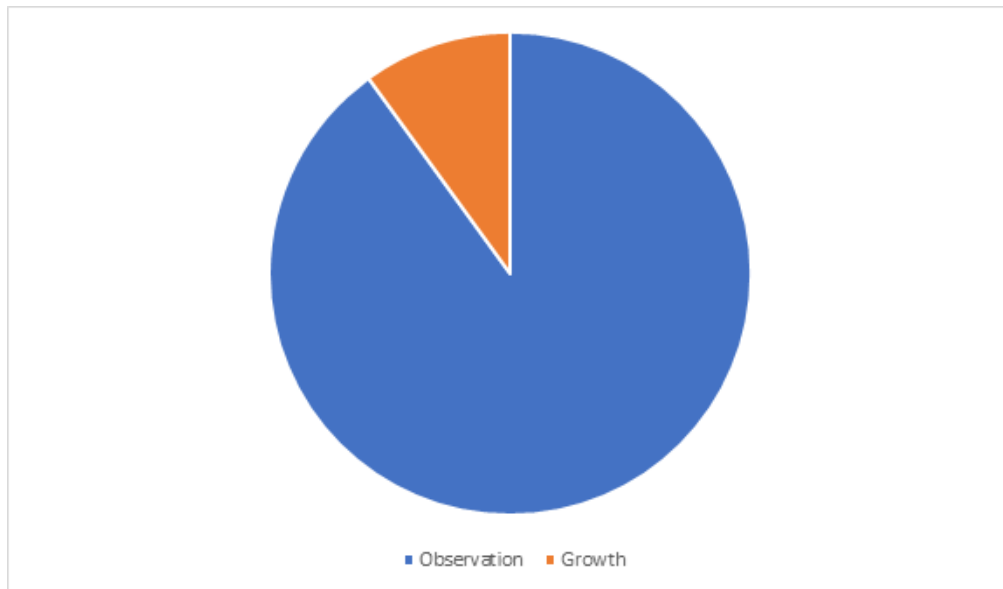
For teachers who do not teach tested subjects, growth will calculated using building level growth data.

Principal growth will be measured using the same data and percentages as teachers. The Chief of School Leadership and Directors of Secondary and Elementary Education will be measured by data at their level of supervision. Superintendent growth is measured by ILEARN 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 35% 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. 5% 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 35% growth data and 5% 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:   3

> b. FWCS defines negative impact on student growth for classes not measured by statewide assessment as: (1) 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. (2) 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.

> c. The observation rating will be tracked and managed using eWalk (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 (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. Evaluators

a. FWCS held System of Support training (2 sessions) for all new administrators were held in August 2020. FWCS System of Support Review sessions (2 sessions) were held in September 2020 year.

SoS Training 2020-2021 DOE FORM premerge.zip

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.

6. 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. 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.

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.

FWCS Professional Learning

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 <u>complete</u> 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 2020-2021 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 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 2010-2021 school year.

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

Sincerely,

Principal

FORT WAYNE COMMUNITY SCHOOLS

MEMO

TO: All Building Level Evaluators

FROM: Austin Couch

SUBJECT: FWCS *System of Support*

DATE: July 28, 2020

The FWCS *System of Support* will be in effect on the first teacher workday. The goal of the FWCS *System of Support* is to support and encourage professional growth to ensure that each teacher is providing effective instruction to all students.

Please select the appropriate rubric for each teacher and follow the guidelines for completing Snapshots, Initial and Focused Feedback observations per each rubric. Always select the same rubric for the same teacher each time you complete an observation:

Classroom Teacher – Teacher that provides instructional services to students and ensures that all students meet the Indiana Common Core Standards.

Special Education Teacher/Therapist – Teacher that provides instruction and or support services based on individual student IEP's.

Non-Classroom Teacher – Teacher that works in varied settings as they support adults and students in non-traditional settings. (District Resource Teacher, Secondary Media Specialist)

Building/District Coach – Teachers that provide support services to ensure teachers continually improve their ability to provide instructional services to students.

Special Education District Coach/Resource Teacher – provide support to special education teachers and students to ensure instructional and support service compliance with IEP's. (Completed by SE Dept.)

As the impact of evaluations is now related to compensation, it is critical that the process is completed with fidelity, honesty, and professionalism. While you may include input from other administrators, it is essential that you review all evidence collected by secondary evaluators, as the Unit Head you are the primary evaluator and ultimately responsible for the contents of the Focused Feedback and the Summative Observation Rating. Teachers should be emailed copies of all observations in a timely manner and face-to- face meetings should be held to discuss concerns, expectations and successes.

Please contact me if you need assistance or have questions regarding anything related to the FWCS *System of Support*.

Have a great school year!

Fort Wayne Community Schools Four
Step System of Support Overview

The purpose of the Fort Wayne Community Schools Four Step System of Support is to provide support for teachers and to encourage and improve classroom instruction; teachers are the drivers of student growth and achievement. The Teacher Effectiveness Rubric is used to provide support and evaluate performance in the Domains of: Planning, Instruction, Leadership and Core Professionalism. By focusing on observable actions in the classroom, the rubric identifies specific competencies needed to improve teacher performance and student achievement. It is critical to have clear and precise documentation attached to each competency identified as an area in need of support. This process must be implemented with fidelity, consistency and documented rationale. The unit head will always be the primary evaluator. Assistant principals and other identified administrators may serve as the secondary evaluator. Each year all unit heads will evaluate all certified teachers using the four step system.

Administrators will:
- Recognize highly effective and effective instruction and be able to document the specific aspects of the instruction that create the environment for student learning.
- Recognize improvement necessary and ineffective instruction and determine the specific aspects of the instruction that require support.
- Principal expectation is to spend 70% of their time on instructional leadership
- Be transparent in addressing issues with teachers.
- Meet with each teacher at the beginning of the school year to review individual teacher profile data. This should be a comprehensive conversation to answer and ask pertinent questions and provide precise expectations. Ensure that ample time is allowed as this is a time that will have a strong bearing on the development of professional relationships.
- Meet with each teacher at the end of the school year to review the summative rating provided to each teacher. This must be a comprehensive conversation to inform the teacher of their observation rating. This is also an opportunity for the teacher to respond to the rating.

Every teacher will be evaluated using one of the following FWCS Teacher Effectiveness Rubrics. It is very important that the correct rubric is selected and utilized throughout the process:
1. **Classroom Teacher** – provides instructional services to students as identified by Indiana State Standards. (classroom teachers, student interventionist)
2. **Non-Classroom Teacher** – works in varied settings as they provide support services to students and support to adults who deliver instruction to students. (District Resource Teachers, Secondary Media Specialists, Speech/Language Pathologists, Hearing, Visual and Orthopedic Impairment Consultation, School Improvement Coordinators)
3. **Building/District Instructional Coach** – ensures fidelity to the instructional framework and provides supports to teachers as needed to improve performance and student achievement.
4. **Special Education Teacher/Therapist** – provides instruction based individual student IEPs and ensures compliance.
5. **Special Education Building/District Instructional Coach** – provides resource and consultation services to ensure IEP compliance.

The FWCS Four Step System of Support structure includes:

Step 1 Daily Snapshot (short visit)
> Recognize effective instruction, determine if there are specific aspects of the instruction that are highly effective, effective, require improvement or are ineffective and provide documentation t h a t will support improving the learning environment for students. Using the Teacher Effectiveness Rubric, the principal will provide feedback to teachers. (Provide a copy of observation via email to teacher as soon as possible.)

Step 2   **Principal Initial Feedback** (time as appropriate)
> Understand and use trend data specific to the individual teacher. Provide feedback to the teacher using the Teacher Effectiveness Rubric to improve/support teacher effectiveness. (Provide a copy of observation via email to teacher as soon as possible.)

Step 3   **Focused Feedback** (portions completed each semester)
> Using the Teacher Effectiveness Rubric to identifying and document t r e n d data specific to each teacher, documentation will identify and be used to differentiate growth and support opportunities to improve te ac her effectiveness. (Provide copy of observation via email to teacher as soon as possible.)

Step 4   **Summative Observation Evaluation** (annually)
> Every teacher will have a Summative Observation Evaluation completed by Maylst of each school year. The final evaluation does not require any additional observations; however, the option is at the discretion of unit head. Provide a paper copy or send via email to the teacher as soon as possible.
> **Teachers should have a copy to review before or during the summative review meeting.**

Teachers will receive a summative observation rating to be completed by May 1of each school year. When assessment data is received and calculated, the teacher will be given a final summative rating. Each teacher will be rated in each competency with a final domain rating in one of the following categories.

- Highly Effective – exceeds expectations both in terms of exceeding expectations for student achievement, instructional performance and professional contribution to the school.
- Effective –meets expectations both in terms of acceptable student achievement and instructional performance and professional contribution to the school.
- Improvement Necessary – has room for growth in meeting expectations for student achievement, instructional performance and professional contribution to the school.
- Ineffective – consistently fails to meet fails to meet expectations for student achievement, instructional performance and professional contribution to the school.

No teacher should be surprised by a performance rating at the end of the school year as ample data will have been provided at every step of the process throughout the school year.

Development of a Targeted Support Plan

A Targeted Support Plan (TSP) – provides support for all teachers at every rating level. A TSP developed for a teacher at any time as determined by the Unit Head. The identified Domain/Competency requiring support must be documented via snapshot, initial or focused feedback observations. When a teacher has successfully met the plans goal(s) he/she may be discontinued. If a teacher has not shown the expected improvements by the review   date, the TSP may be revised or continued. If improvement is not documented by the review date, the TSP may be revised or continued if the improvement expectation has
been met and documented the TSP may be discontinued. Any teacher with an improvement necessary or ineffective rating must have a TSP completed prior to the end of the school year, including a conference with the unit head explaining the expectations for the next school year. All TSPs should be reviewed again during the Profile meeting at the beginning of the next school year.

If needed ask for clarification on the difference between performance issues and insubordination.

Keep your Area Director/Chief of School Leaders and Human Resources informed of any serious performance issues.

Process

- **Prior to placement on a TSP, the unit head should have addressed performance concerns through:**
  - o   Feedback provided from snapshots, initial and focused feedbacks.
  - o   Meeting with the teacher to discuss areas of concern, identifying expectations, offering support.
  - o   If improvement is not evident in a reasonable amount of time through continued observations and provided supports the teacher may be placed on a TSP.
  - o   TSPs may be used with any teacher at any time as determined by the unit head.
  - o   Rationale for developing a TSP should be provided to the teacher. This should not be a surprise; as the performance concerns are observed, they should be provided to the teacher in a timely manner.

- **Anything used for evaluation purposes and included in a TSP must be:**
  - o   Based on first hand, direct evidence observed by an administrator. o   Be linked to a specific competency in one of the rubric domains.
  - o   Documented in eWalk/mVal.
  - o   Supported by observation documentation in snapshots, initial and focused feedbacks.
  - o   As needed, negative information or directives may be given to the teacher and noted in the summary.

Procedures

- Use the appropriate Teacher Effectiveness Rubric Competencies to identify areas in need of support. ,
- Identify no more than 2-3 competencies at one time.
- Provide specific strategies to address performance issues.
- Detail what you as the unit head will do to support the teacher and what resources you will provide:
    - Be precise when itemizing your expectations.
    - Be reasonable with your expectations.
    - Identify who will provide support.
    - Include resources/materials you will provide. o Ask what other supports the teacher needs.
    - The foundation for all supports must be in the best interest of students and in the interest of providing effective instruction.
- Provide a reasonable timeline with a review date:
    - o Determine a realistic timeline, based on the urgency and complexity of the identified competencies.
- Meet regularly to review progress and discuss ongoing needed support:
    - o Hear the concerns/needs of the teacher.
    - o Be honest and professional at all times.
    - o Discuss next steps.
    - o Provide teacher with TSP status.
    - o Keep detailed documentation of all meetings, conferences, emails etc…
- Document progress/status must be entered in eWalk.

Next Steps

- After TSP objectives assessment:
    - If identified competencies have improved to a level that acknowledges success, discontinue the TSP and celebrate the success.
    - If there are other improvement necessary/ineffective competencies in need of improvement, develop a new TSP.
    - If some improvement is noted but not at effective level continue/revise the TSP.
    - If improvement is not documented, and the identified competencies remain improvement necessary or ineffective after adequate time has been allowed for improvement, and you need support with the TSP contact Kathy Carr in Human Resources.
    - All related documentation will be reviewed to determine next steps

Tips for Observing Effective Instruction

2.1 – Develop student understanding and mastery of lesson objectives

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

2.2 – Demonstrate and clearly communicate content knowledge to students

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1for this competency.

3. Instructional strategies learned via professional learning may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PL sessions.

2.3 – Engage students in academic content

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, and kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

2.4 - Check for understanding

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

• Checks for Understanding: thumbs up/down, cold-calling

• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5 – Modify instruction as needed

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking 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, etc.

2.6 - Develop higher level of understanding through rigorous instruction and work

1. Examples of types of questions that can develop higher-level understanding:

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

• Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

• Posing a question that increases the rigor of the lesson content

• Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

2.7 - Maximize Instructional Time

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2.8 - Create Classroom culture of Respect and Collaboration

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will and are sometimes required to have,

expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

2.9 – Set High Expectations for Academic Success

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Points are not given, however a 1 point deduction is assessed if the teacher does not meet the standard for Core Professionalism.

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					
September		X					
October		X		some competencies completed in first semester			
November		X					
December		X					developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the unit head based on performance observations
End of 1st Semester			as appropriate based on snapshot data and rubric	X			
January		X					
February		X		remaining competencies completed by May 1			
March			X				
April			X				
May 1			X		X	X	
End of 2nd Semester			X				Required for all IN/IE ratings 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

8/2/2015

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						developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September				some competencies completed in first semester			
October							
November							
December							
January 8			X	X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X		X	
June 3			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

Building/District Coach
System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1-2 each semester)	Focused Feedback	Summative 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							
January 8			X	X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X	X		
June 3			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
*Student Learning Advocate   * School Improvement Coordinator

Special Education District Coach/Resource Teacher System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (optional)	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							
January 8				X			
February				all competencies completed by May 1			
March							
April							
May 1				X	X		
June 3			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/Resource Teachers *Special Education Speech Therapist and Audiology
*Special Education Consultation Teacher *Adaptive Physical Education Teachers

Classroom Teacher/Special Education 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		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	as appropriate based on snapshot data				
October		X					
November		X					
December		X					
January 8		X		X			
February		X		remaining competencies completed by May 1			
March		X					
April		X					
May 1		X		X	X		
June 3		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

Fort Wayne Community Schools System of Support

The purpose of the Fort Wayne Community Schools Four Step System of Support is to provide support for teachers and to encourage and improve classroom instruction; teachers are the drivers of student growth and achievement. The Teacher Effectiveness Rubric is used to provide support and evaluate performance in the Domains of: Planning, Instruction, Leadership and Core Professionalism. By focusing on observable actions in the classroom, the rubric identifies specific competencies needed to improve teacher performance and student achievement.

The FWCS System of Support will:
- Recognize highly effective and effective instruction and document the specific aspects of the instruction that create the environment that promotes student learning and student achievement.
- Recognize improvement necessary and ineffective instruction and determine the specific aspects of the instruction that require support in order to improve performance that will impact student learning and student achievement.

Rubrics
Every teacher will be evaluated using one of the following FWCS Teacher Effectiveness Rubrics. It is very important that the correct rubric is selected and utilized throughout the process:
1. **Classroom Teacher** – provides grade level instruction to students as identified by the Indiana State Standards. (General Education Classroom Teacher, Student Interventionist, Special Area Teacher)
2. **Non-Classroom Teacher** – works in varied settings as they provide support and instruction to students and support to adults who deliver instruction to students in a non-traditional settings. (Secondary Media Specialist, District Resource Teacher)
3. **Building/District Instructional Coach** – provides support services to teachers to ensure fidelity to the instructional framework and as needed to improve teaching performance that impacts student achievement. (Building Coach, District Coach, Student Learning Advocate, School Improvement Coordinator)
4. **Special Education Teacher/Therapist** – provides instruction based individual student IEP's and ensures compliance. (Special Education Teachers, Speech Language Pathologist)
5. **Special Education Building/District Instructional Coach** – provides resource and consultation services to ensure IEP compliance. (reports to the special education department – Special Education District Coach, Special Education Resource Teacher, Special Education Speech Therapist and Audiologist, Special Education Consultation Teacher, Adaptive Physical Education Teachers)

Rating Categories
- Highly Effective – exceeds expectations both in terms of exceeding expectations for student achievement, instructional performance and professional contribution to the school.
- Effective – meets expectations both in terms of acceptable student achievement and instructional performance and professional contribution to the school.
- Improvement Necessary – has room for growth in meeting expectations for student achievement, instructional performance and professional contribution to the school.
- Ineffective – consistently fails to meet fails to meet expectations for student achievement, instructional performance and professional contribution to the school.

No teacher should be surprised by a performance rating at the end of the school year as ample data will have been provided at every step of the process throughout the school year.

FWCS System of Support Components

Observation Component	Component Description
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.	• 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
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.	• Focus on planning, Instruction and leadership • Understand trend data specific to the individual teacher
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.	• 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
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.	• 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
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.	• 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.