



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	Fairfield Community Schools
School Corporation Number	2155

Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input 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.	6-7; 17

Objective Measures of Student Achievement and Growth			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	5-16
<input 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	5; 7-16
<input 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	7-17
<input 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	7-17

Rigorous Measures of Effectiveness			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	6-7

Designation in Rating Category			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	5-6; 17-18; 19-21
<input 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	18
<input 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	17-18

Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	18-19

Evaluation Plan Discussion			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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.	
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Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	7; 18
<input 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	N/A; only certified admins conduct evals
<input 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	18

Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	7

<input 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	18-19
<input 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	19
<input 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	19

Instruction Delivered by Teachers Rated Ineffective			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input 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	22-23
<input 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	22-23

**Fairfield Teacher Appraisal
and Support System
(F-TASS)**

**Fairfield Community Schools
teacher evaluation and appraisal
plan document**

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I. Introductory Material

A. Statement of Excellence and Core Belief Statements

Fairfield Community Schools Statement of Excellence:

***Maximum performance is achieved through maximum effort
with maximum opportunity.***

Modeled off the Evanston Framework from Illinois and structured around the Framework for Teaching of Charlotte Danielson, the Fairfield Teacher Appraisal and Support System (F-TASS) offers Fairfield Community Schools the best avenue for maximizing educator performance. Our goal in implementing this program is to value good instruction, reward when possible effective teaching, and support teachers in identified areas of professional growth. Teacher self-evaluation and goal setting will be corroborated with administrative appraisals and student achievement data to create a substantial, fair, and transparent teacher appraisal program.

This program matches our corollary belief statements as follows:

We believe:

A. all students can learn

- Student achievement is a component of the Teacher Effectiveness Rating
- Growth for students in a teacher's classroom is the expectation within the Teacher Effectiveness Rating
- A year's/semester's growth*, no matter where a student begins the year, is the expectation for all students in a Teacher's Effectiveness Rating

B. student achievement is increased through quality instruction monitored, modified, and measured frequently

- Teacher quality is appraised through multiple classroom observations
- Teachers bring to bear student data from across the year to determine growth
- Teacher use of assessment data and teacher planning for instruction are key components of teacher evaluation

C. student and staff accountability is an important component to individual and organizational growth

- Staff accountability and self-assessment will be matched with opportunities for professional growth

D. student engagement and achievement are promoted through a positive school climate and quality facilities

- F-TASS will build upon positive collaboration among teachers and will promote an environment where the success of all students is paramount
- The Framework for Teaching provides a common language to define and continuously clarify effective teaching

* see definition of *growth* in Section XI at end of document

E. students are positively influenced by the modeling of high expectations by everyone in the school community

- The Framework for Teaching represents high administrator and teacher accountability.
- A year's growth for all students is the target for all instructional staff; evaluation will depend on most students making growth.

F. student success is increased by an authentic partnership between the school, home, and community

- The F-TASS system will be explained to stakeholders in public meetings as a means to improve instruction for all students

G. students' changing needs are met by continuous school improvement.

- F-TASS will promote positive collaboration among teachers around student needs, require individual reflection about instruction, and drive continuous efforts toward greater student achievement

B. Plan dates

Drafted: Spring/Summer 2012

Draft presented to board of school trustees: August 9, 2012

Revised: Fall 2012 through Spring 2013

Presented to Board of School Trustees: June 13, 2013

Approved by Board of School Trustees: June 27, 2013

Approved by Teaching Staff: 87% of staff approved of plan August 15, 2013

Revision: Fall 2014—15% Leadership Tier removed during negotiations

Revision: Fall 2015—language on presentation to board and discussion, training, and data reporting

II. Description of Plan Development Process

A. Initial District Team Members

IN-TASS Team Leader: Steve Thalheimer, Superintendent
Lisa Litwiller, Principal, New Paris Elementary School
Dan Sharp, Principal, Benton Elementary School
Ben Tonagel, Principal, Fairfield Jr/Sr High School
Teresa Zook, Principal, Millersburg Elementary School
Amy Bertram, Assistant Principal, Fairfield Jr/Sr High School
Chuck Pavey, Assistant Principal, Fairfield Jr/Sr High School
Tom Tumey, Superintendent (retired January 2013)

B. Description of IN-TASS training/process

Fairfield Community Schools F-TASS plan was developed through the Evanston Framework study group formed by the Center on Education & Lifelong Learning, IU-Bloomington, and the School of Education, IUPUI. The Indiana Teacher Appraisal and Support System (IN-TASS) group met November 2011 and February, April, and May 2012 with follow-up through 2012-2013. District administrators developed elements of this plan at those sessions as well as during retreat and meeting times compensated for out of Title IIA professional development grant dollars. During the 2012-13 school year, teacher volunteers were paid a stipend for agreeing to participate in a teacher evaluation rubric pilot. Student learning measures were developed through collaborative sessions during the 2012-2013 school year. Administrators continued their professional development through on-line courses, monthly administrative team meetings, and special principals meetings. This plan will be fully implemented for the 2013-2014 school year. Administrators also took part in an IN-TASS pilot training project in the summer of 2015 on teacher evaluation modules.

C. Process for Gathering Feedback

The administration has worked to disseminate information through building-level faculty meetings, professional development committee meetings, and informational sessions as needed. The 2012-2013 school year was designated as a pilot year to familiarize teachers with the Danielson Framework for Teaching and to provide teachers a chance to offer feedback on aspects of the rubric and its implementation. Members of the professional development committee have been asked for their input, and they have served as a conduit for taking information to teachers and for obtaining pilot participants and feedback. All teachers were involved in department or grade level meetings to discuss the evaluation and compensation system, and teachers were provided informational sessions and work time through Title IIA grant dollars to develop the student learning measures for non-tested subjects. The district will form an Appraisal Oversight Committee that will meet regularly to assess the teacher evaluation process. Teachers from each building will meet with members of the administrative team to discuss the teacher evaluation process, anomalies, and patterns within the process that need to be addressed. This is not an appeals board for individual cases, but instead a committee to look at ways to improve the process of teacher evaluation.

D. Communication Plan

Decisions pertaining to the teacher evaluation process have been managed by the administrative team discussing elements with the school board and the school staff. The superintendent has conducted several conversations with the Fairfield Educators Association about aspects of the plan as well. There has been time for feedback and questioning from the staff and board at all phases of the process. Informational meetings in April 2012 explained the teacher evaluation pilot process for 2012-2013, and a mandatory session for pilot participants on August 17, 2012, educated teachers about the rubric, evaluation tool, and technology related to teacher evaluation. Building-level and district-level meetings have been conducted monthly to receive input from teachers on the evaluation process;

December 11, 2012, and February 19 and May 14, 2013, were district-wide meeting dates. Surveys were also utilized to look at this process before moving to full implementation in 2013-2014. Each spring and summer prior to negotiations, elements of the plan in need of revision are discussed with members of the Appraisal Oversight Committee and with members of the Fairfield Educators Association. Revisions made to the plan will be made in this document which is posted on the district internal drive for all employees to see. In the first board meeting in August, the superintendent will present the plan and any minor modifications to the plan to the School Board of Trustees. Any major changes to the plan will be brought to the Board for approval and will be put in front of the educator staff for approval.

III. Introduction and Purpose of Teacher Evaluation

A. F-TASS Guiding Principles

In working with IN-TASS and developing F-TASS, Fairfield Community Schools seeks a system that:

1. Strives for accurate judgments about the teaching and learning process.
2. Enables valid judgments/assessment of student growth.
3. Includes multiple measures of student achievement.
4. Facilitates a productive professional dialogue among all involved.
5. Creates confidence and support for all stakeholders.
6. Incorporates procedures to address anomalies and variances/inconsistencies in implementation and judgments

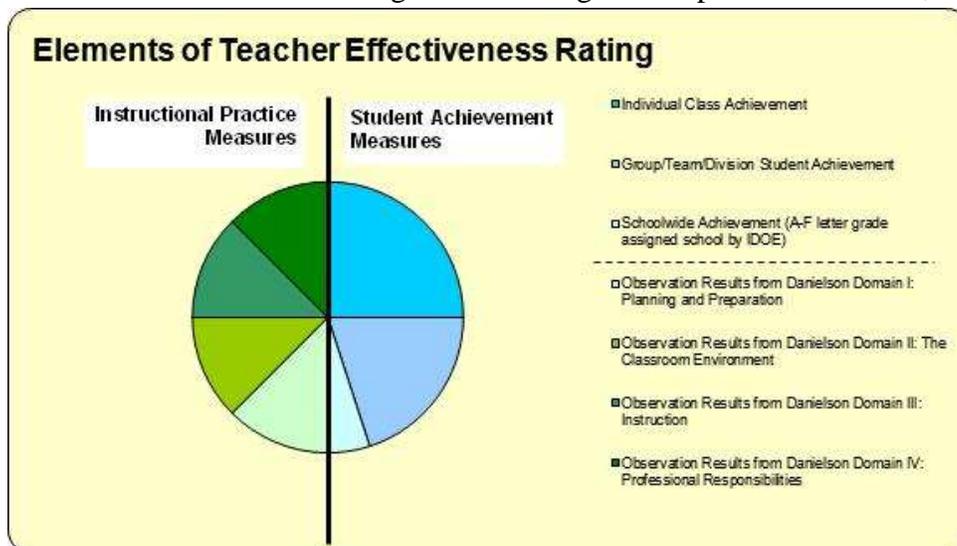
B. Components required by legislation

1. Annual: Every educator as defined by the legislation will be evaluated annually.
2. Rigorous measures of teacher effectiveness: The Charlotte Danielson Framework for Teaching will serve as 50% of the Teacher Effectiveness Rating as an evaluation of instructional practice; the other 50% will come from various measures of student achievement data with the most valid and reliable sources utilized when available and appropriate.
3. Annual designation in one of four categories (*Highly Effective, Effective, Improvement Necessary* and *Ineffective*): Half of the Teacher Effectiveness Rating for instructional practices will be combined with half of the Teacher Effectiveness Rating for student achievement data for an overall ranking in one of the State's four designated categories. Danielson's 4 categories of teacher performance of *Unsatisfactory, Basic, Proficient, and Distinguished* have been changed to match the State categories of *Ineffective, Improvement Necessary, Effective, and Highly Effective*, respectively.
4. Per the legislation, a teacher who negatively affects student achievement and growth cannot receive a rating of *Highly Effective* or *Effective*
5. ISTEP will serve as a majority of the measures for individual class performance and will serve as a majority of the measures for the division for teachers in grades 3-8. ISTEP+ End-of-Course Assessments will be utilized as a majority of student measures in Algebra I, Biology I, and English 10.

C. General Overview of Evaluations

1. Weights for Professional Practice and Student Learning

As displayed in the pie chart below, the Teacher Effectiveness Rating is obtained from two sources—50% Instructional Practice and 50% Student Learning Measures. Instructional Practice is divided into the four domains of the Danielson Framework for Teaching with Planning and Preparation at 12.5%, The Classroom Environment at 12.5%, Instruction at 12.5%, and Professional Responsibilities at 12.5%. Student Achievement Measures are divided into 25% individual class/class load achievement, 20% division* achievement, and 5% school achievement from the State’s designated letter grade for the school.



*see

definition of *divisions* in Section IX at end of document

Within each of the four Danielson domains, teachers will be assessed as falling into one of four categories:

Highly Effective	Effective
Improvement Necessary	Ineffective

Each of the above categories will receive a point value:

Highly Effective = 4	Effective = 3
Improvement Necessary = 2	Ineffective = 1

The Instructional Practices Measure (50% of the Teacher Effectiveness Rating) will be calculated on the following weights:

Domain I: Planning and Preparation	= .25 x [4, 3, 2, or 1]
Domain II: The Classroom Environment	= .25 x [4, 3, 2, or 1]
Domain III: Instruction	= .25 x [4, 3, 2, or 1]
Domain IV: Professional Responsibilities	= .25 x [4, 3, 2, or 1]
Total (out of 4, rounded up)	

This total from the Instructional Practices Measure will be averaged equally with the total from the Student Learning Measure (see IV.B.5 below) to arrive at the overall Teacher Effectiveness Rating.

2. Evaluation Timeline

All teachers will be evaluated at least twice annually with observations of at least 30 minutes with a minimum of two shorter walk-throughs and anecdotal observations of performance. Observations will not begin before September 1 and will conclude by five days before the end of school; summative post-observation conferences will conclude by June 30.

For teachers who have demonstrated

IV. Components of Evaluation System

A. Professional Practice Evaluation

1. The evaluation rubric for teachers (regular classroom and elementary specials teachers, special education teachers who teach classes and assign grades at least 50% of the teaching day, and speech pathologist) will be the Danielson 2007 Framework for Teaching comprised of Domain I: Planning and Preparation, Domain II: The Classroom Environment, Domain III: Instruction, and Domain IV: Professional Responsibilities. A license to use this rubric electronically has been secured from ASCD.

2. Rubric for Other Certified Staff
 - a. The evaluation rubric for the media specialist is a variation of the Danielson 2007 Framework for Teaching comprised of Domain I: Planning and Preparation, Domain II: The Learning Environment, Domain III: Delivery of Service, and Domain IV: Professional Responsibilities
 - b. The evaluation rubric for guidance counselors is a variation of the Danielson 2007 Framework for Teaching comprised of Domain I: Planning and Preparation, Domain II: The Learning Environment, Domain III: Delivery of Service, and Domain IV: Professional Responsibilities
 - c. The evaluation rubric for special education teachers in a majority resource or consultation setting, for Title I and instructional resource teachers, and for the high ability/testing coordinator is the Danielson 2007 Framework for Teaching Instructional Specialist rubric comprised of Domain I: Planning and Preparation, Domain II: The Classroom Environment, Domain III: Instruction, and Domain IV: Professional Responsibilities
3. The evaluation rubric for principals will be a rubric adapted from the Indiana RISE model consisting of two domains—Domain I: Teacher Effectiveness and Domain II: Leadership Actions. Principals will be evaluated by the superintendent; assistant principals will be evaluated by the building principal and the superintendent.
4. The evaluation rubric for the superintendent will be a rubric designed by the Indiana School Boards Association in conjunction with the Indiana Association of Public School Superintendents. The superintendent will be evaluated by the school board.
5. All teacher evaluators will be certified building or district-level administrators. That list would include the Superintendent, Assistant Superintendent/Director of Accountability, Principal, and Assistant Principals. Under this plan, no teacher will evaluate another teacher.
6. Formal teacher evaluations will be conducted two times per year for at least 30 minutes
7. Informal evaluations and walk-throughs (5-15 minutes) will occur several times a year.
8. Pre- and Post-Conferences: Teachers and administrators will self-evaluate on the appropriate rubric at the beginning of the school year as an initial self- assessment and as a pre-observation discussion point. During the formal observations, evaluators will script what they see in the lessons and assign that evidence to areas of the rubric; a score for each area of the rubric containing evidence will be provided. This evidence will be shared with the teacher so that the teacher can rank him/herself on the rubric. These scores from the teacher can then be compared to the scores from the administrator and form the basis for post-observation conference discussions. Post-observation conferences will happen within seven days of the observation.

B. Student Learning Evaluation

1. Standards for Decisions on Assessments

Assessments used in the F-TASS system will be the most valid, reliable, and vetted assessments possible. For areas tested by the State of Indiana and for courses at the secondary level with national or state assessments, those measures will be used. For areas not tested by the State, Fairfield has worked with teachers within the district to develop assessments with specific learning targets; these will include a final assessment sequence comprised of three elements—1. competency and content knowledge, 2. critical abilities/applied skills and literacies, and 3. student dispositions. These can include pre- and post-test sequences that demonstrate growth, portfolios of student work documenting student growth, and/or measures of student proficiency related to course learning objectives. All measures of student learning must grow from course learning objectives or learning targets that are aligned with state academic standards. All must include the district cover sheets indicating alignment, the weights of the different elements of the assessment sequence, and what constitutes proficiency or growth (*see forms at end of document*). These assessment sequences for each course or subject will be reviewed annually. Any changes to assessments must be approved by district administration.

2 System for Measuring Student Learning

The table on the pages below charts the assessments used for student learning measures.

ELEMENTARY ASSESSMENT PIECES

Grade	State Mandated Assessments (Category 1)	Optional State/District Assessment (Category 2)	School-Level Assessments (Category 2)	Classroom-based Assessments (Category 3)	Notes
Kindergarten		mCLASS Reading DIBELS AD	Math proficiency assessments		
Grade 1		mCLASS Reading DIBELS AD	Math proficiency assessments		
Grade 2		mCLASS Reading DIBELS AD	Math proficiency assessments		
Grade 3	ISTEP+ ELA ISTEP+ Math	mCLASS Reading DIBELS AD			Students will be ranked relative to State mean since there is no growth data
Grade 4	IGM ELA IGM Math	mCLASS Reading DIBELS AD			IGM= Indiana Growth Model data as provided by the State
Grade 5	IGM ELA IGM Math	mCLASS Reading DIBELS AD			
Grade 6	IGM ELA IGM Math	mCLASS Reading DIBELS AD			
Special Ed. Teachers (not inclusion)	IGM ELA IGM Math	mCLASS Reading DIBELS AD		Benchmark assessments; alternative assessments; IEP goal completion	Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers
Art Teachers			Local assessment of knowledge, sketch drawing, and dispositions with rubrics		
Music Teachers			Local assessment of knowledge, performance, and dispositions with rubric		

P.E. Teachers		President's Challenge Fitness of Strength and Endurance	Local assessment of knowledge and dispositions with rubrics		
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ELEMENTARY SPECIALTY AREA ASSESSMENT PIECES

Grade	State Mandated Assessments (Category 1)	Optional State/District Assessments (Category 2)	School-Level Assessments (Category 2)	Classroom-based Assessments (Category 3)	Notes
Title I [Millersburg & New Paris]; Resource Teacher [Benton]	IGM ELA	mCLASS Reading DIBELS AD		Benchmark assessments as appropriate	
Counselors	IGM ELA IGM Math (with division)		Progress with groups and other departmental measures		
Speech Pathologist	IGM ELA		Progress with groups and with language assessment	IEP goal completion	Benchmark levels to be determined in conjunction with Elkhart County Special Education Cooperative

JUNIOR HIGH SCHOOL ASSESSMENT PIECES

Grade	State Mandated Assessments (Category 1)	Optional State/District Assessments (Category 2)	School-Level Assessments (Category 2)	Classroom-based Assessments (Category 3)	Notes
7th Grade teachers who teach Social Studies	ISTEP+ Social Studies IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions with rubrics		
7th Grade teachers who teach Science	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions with rubrics		

7th Grade teachers who teach ELA	ISTEP+ ELA: IGM		Local assessment of content, developmental writing, and dispositions with rubrics		
7th Grade teachers who teach Math	ISTEP+Math: IGM		Local assessment of content, critical abilities, and dispositions.		
8th Grade teachers who teach Social Studies	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
8th Grade teachers who teach Science	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
8th Grade teachers who ONLY teach ELA	ISTEP+ELA: IGM		Local assessment of content, developmental writing, and dispositions with rubrics		
8th Grade teachers who ONLY teach Math	ISTEP+Math: IGM		Local assessment of content, critical abilities, and dispositions.		
Special Ed. Teachers (not inclusion)	IGM ELA IGM Math ISTEP+ Social Studies	ACUITY ELA, Math, and Social Studies	Local assessment of content, critical abilities, and dispositions.		Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers
Art Teachers	IGM ELA (with division)		Local assessment of content, digital portfolio, and dispositions.		
Music Teachers	IGM ELA (with division)		Local assessment of content, performance, and dispositions.		

P.E. Teachers	IGM Math (with division)	President's Challenge Fitness of Strength and Endurance	Local assessment of knowledge and dispositions with rubrics		
Tech Ed Teachers	IGM Math (with division)	Dual credit percentage	Local assessment of content, critical abilities, and dispositions.		
FACS Teachers			Local assessment of content, critical abilities, and dispositions.		
Business Teachers			Local assessment of content, critical abilities, and dispositions.		
Ag Teachers			Local assessment of content, critical abilities, and dispositions.		
Media Specialist(s)	ISTEP+ELA: IGM ECA		Local assessment with rubrics on research and library orientation		Jr/Sr High School position
Counselors			Grade-level lessons for grade 7 conducted by counselors on bullying; College-Go Week pre- and post- surveys/assessments for grades 11-12		

SENIOR HIGH SCHOOL ASSESSMENT PIECES

Subject	State Mandated Assessments (Category 1)	Optional State/ District Assessments (Category 2)	School-Level Assessments (Category 2)	Classroom-based Assessments (Category 3)	Notes
Algebra I	ISTEP+ ECA		Local assessment of content, critical abilities, and dispositions.		
English 10	ISTEP+ ECA		Local assessment of content, critical abilities, and dispositions.		
Biology I	ISTEP+ ECA		Local assessment of content, critical abilities, and dispositions.		
Special Ed. Teachers (not inclusion)	ISTEP+ ECA		Local assessment of content, critical abilities, and dispositions for subject.		Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers
Media Specialist(s)	ISTEP+ELA: IGM ECA		Local assessment with rubrics on research and library orientation		Jr/Sr High School position
Social Studies Teachers:					
• World Hist	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
• US History	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
• AP US Hist	IGM ELA (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
• Government	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		

• Economics	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
• Sociology	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
• Psychology	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.		
Other English Teachers:					
• English 9	IGM ELA (with division)		Local assessment of content, developmental writing, and dispositions with rubrics		
• English 11	IGM ELA (with division)		Local assessment of content, developmental writing, and dispositions with rubrics		
• English 12	IGM ELA (with division)		Local assessment of content, developmental writing, and dispositions with rubrics		
• AP/ACP Eng	IGM ELA (with division)	AP results ACP credits awarded	Local assessment of content, developmental writing, and dispositions with rubrics		
• Electives	IGM ELA (with division)		Local assessment of content, developmental writing, and dispositions with rubrics		
Other Science Teachers:					
• Earth Sci.	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• Chemistry	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• AP Chemistry	IGM Math (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
• Physics	IGM Math (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
• Integrated Chem/Phys	IGM Math (with division)		Local assessment of content, critical abilities, and		

			dispositions.		
• Anatomy & Physiology	IGM Math (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
Other Math Teachers:					
• Calculus A/B	IGM Math (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
• Algebra 2	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• Geometry	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• Pre-Calculus	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• Discrete	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• AP Statistics and Probability	IGM Math (with division)	AP results	Local assessment of content, critical abilities, and dispositions.		
Fine Art Teachers:					
• Paint/Draw • 2-D/3-D Art	IGM ELA (with division)		Local assessment of content, developmental digital portfolio, and dispositions.		
• Visual Comm	IGM ELA (with division)		Local assessment of content, developmental digital portfolio, and dispositions.		
• Digital Design	IGM ELA (with division)		Local assessment of content, developmental digital portfolio, and dispositions.		
• Chorus	IGM ELA (with division)		Local assessment of content, performance, and dispositions.		
• Music electives	IGM ELA (with division)		Local assessment of content, performance, and dispositions.		
• Band	IGM ELA (with division)		Local assessment of content, performance, and dispositions.		
P.E. Teachers:					
• P.E.	IGM Math	President's	Local assessment of knowledge		

	(with division)	Challenge Fitness of Strength and Endurance	and dispositions with rubrics		
• Health	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• P.E. Elective	IGM Math (with division)	President's Challenge Fitness of Strength and Endurance	Local assessment of knowledge and dispositions with rubrics		
Practical Arts/Pre-Vocational/Career & Technical					
• Accounting		Dual credit	Local assessment of content, critical abilities, and dispositions.		
• Comp. Apps			Local assessment of content, critical abilities, and dispositions.		
• Bus Law		Dual credit	Local assessment of content, critical abilities, and dispositions.		
• Bus, Entre, & Marketing		Dual credit	Local assessment of content, critical abilities, and dispositions.		
• IT Essentials			Local assessment of content, critical abilities, and dispositions.		
• Princ of Bus Management			Local assessment of content, critical abilities, and dispositions.		
• Adv Life Science— Animals or Plants		Dual credit	Local assessment of content, critical abilities, and dispositions.		
• Agriculture Electives			Local assessment of content, critical abilities, and dispositions.		
• Civil Engin & Architecture	IGM Math (with division)	Dual credit	Local assessment of content, critical abilities, and dispositions.		

• Tech Ed Electives	IGM Math (with division)		Local assessment of content, critical abilities, and dispositions.		
• Building Trades		Dual credit Certification exam	Local assessment of content, critical abilities, and dispositions.		
• Cosmetology		Dual credit Certification exam	Local assessment of content, critical abilities, and dispositions.		
• Child Dev		Dual credit	Local assessment of content, critical abilities, and dispositions.		
• FACS Electives			Local assessment of content, critical abilities, and dispositions.		
Foreign Language Teachers:					
• German	IGM ELA (with division)	National German Exam	Local assessment of content, critical abilities, and dispositions.	Local assessment with learning objectives and rubrics	
• Spanish	IGM ELA (with division)		Local assessment of content, critical abilities, and dispositions.	Local assessment with learning objectives and rubrics	

3. Extenuating Circumstances Description: Student data for a student experiencing extenuating circumstances will be excluded from student data. In the case of special education students with severe needs, the extenuating circumstances clause can be invoked to modify student data relative to district peers or to reflect IEP goals rather than grade-level expectations or assessments. The decision to exclude student data will rest upon mutual consent of the building/district administrator and the teacher(s) effected. Extenuating circumstances are rare, life altering events that impact a student’s achievement; identification as special education, English learner, or free/reduced lunch are not singular events or moments that could adversely affect achievement. Students in these categories will not have data omitted, but special education data can be modified to reflect student ability and IEP objectives.

4. Student Learning Measures for Non-teaching Staff:

- a. Certified staff who do not teach 50% of the day will be evaluated on learning objectives/goals established for the area of support.
- b. Title I/Instructional Resource teachers will have as their classroom rosters the students for whom they are directly responsible and students who have been in the program from one benchmark assessment to the next. The Title I/Instructional Resource teacher will be part of a division that would reflect the classrooms or cluster of classrooms from which those students come.
- c. Special education teachers will have for their classrooms the students who have been with them for at least a semester for whom they assign grades, are the teacher of service, or can document that they are a primary instructor. The special education teacher’s division will be all students on the special education teacher’s caseload for whom they are the teacher of record. Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers
- d. Administrators will establish measureable goals at the beginning of the year for their individual ranking component.

5. Converting Student Learning to Teacher Ratings: Benchmarks for student learning will be established in the RANDA data system or student data spreadsheets outside of RANDA with administrators working with teams of teachers. Data cutoff points will establish the following four levels of teacher rating:

Highly Effective	75% or more students show growth
Effective	51-74% of students show growth
Improvement Necessary	34-50% of students show growth
Ineffective	33% or fewer students show growth

Each of the above categories will receive a point value:

Highly Effective = 4	Effective = 3
Improvement Necessary = 2	Ineffective = 1

In addition, the school-wide metric for each school will be the A-F Accountability Report Card final letter grade for that school converted as:

A = 4	B = 3	C = 2	D or F = 1
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The Student Learning Measures (50% of the Teacher Effectiveness Rating) will be calculated on the following weights:

Individual classroom	= .25 x [4, 3, 2, or 1]
Division	= .20 x [4, 3, 2, or 1]
School measure	= <u>.05 x [4, 3, 2, or 1]</u>

Total (out of 4)

This total from the Student Learning Measure will be averaged equally with the total from the Instructional Practices Measure (see III.C.1 above) to arrive at the overall Teacher Effectiveness Rating. Teachers who have negatively affected student growth in their individual classroom measure, either as determined by the State or by local student levels, will receive a final summative rating that would not result in a pay increase. Negative impact on local measures is determined by a teacher having his/her 25% classroom component at 2.0 or lower for two consecutive years.

V. Data Collection, Storage and Analysis

All data collection, storage and analysis will be conducted through two tools from RANDA Solutions. Educator evaluations will be conducted on iPads through the TOWER Evaluation System application that synchronizes to the software as a service at RANDA. RANDA will also house the student data and perform the analysis of cutoffs in order to obtain the 50% Student Learning Measure. Teachers will maintain data on students and their assessment performance through spreadsheets formatted to calculate student proficiency. These final student scores will be uploaded to or manually input to RANDA for final calculations.

VI. Professional Development/Remediation Plan

A. Training for Evaluators

Evaluators are trained through the Educational Impact on-line training program in use of the Danielson Framework for Teaching. This program of over 25 hours familiarizes evaluators with the Danielson rubric, provides opportunities to see good teaching in action, and allows the administrative team to work on effective, fair, and consistent use of evidence in the evaluation process. The Teacher Practice Center within Educational Impact provides administrators a means to watch videos of actual teachers teaching, to score those teachers on the rubric, and then to discuss the scoring process collaboratively in order to obtain the best inter-rater reliability possible. Administrators also took part in an IN-TASS pilot training project in the summer of 2015 on teacher evaluation modules. Student data measures will be analyzed through a system of locally developed spreadsheets and the RANDA evaluation program. Building administrators are familiar with the compensation model and the spreadsheet from the State used to calculate weights of categories for teacher shares of any compensation increases. The building administrators will conduct in-depth training on spreadsheet maintenance to assist teachers in the assembly of data.

B. PD Plan to Support New and/or Struggling Teachers

For the pilot year, all teachers were asked to attend a half-day training on the rubric and evaluation system. They took the year to learn the rubric through small group and faculty sessions conducted at the building level. For the 2013-2014 school year when the system is in effect, teachers will receive professional development within their buildings on the model for teacher evaluation. When new teachers are brought into the district, the division and/or mentor teacher will work with the building administrator to provide understanding of the framework for evaluation. The Educational Impact series on the “22 Elements of Effective Teaching” from Danielson will be integral to this training. Teachers identified as needing improvement or ineffective will be assigned modules from Educational Impact and/or resources by the

administrator. RANDA and Educational Impact are working to embed the videos from Educational Impact into RANDA so that when a teacher hits a level 1 or 2 score from an evaluator, the link for the module will automatically become visible and live for the teacher. These modules will be tracked for successful completion in Educational Impact through module assessments and forms that teachers complete (*see forms at end of document*) detailing how teachers will apply what they have learned to improve their practice. Teachers must complete the module within two weeks of the post-observation conference in which the area of improvement was cited and the assignment made. In addition to Educational Impact, teachers will be asked to reflect upon other resources including websites, observations of fellow teachers, and off-site professional development.

Teachers continuing to have areas in need of improvement will be placed on an improvement plan (*see forms at end of document*) where the teacher is expected to lay out a course of action that addresses areas of weakness and what is being done by the teacher to address them. These improvement plans can be housed in Educational Impact or can be teacher generated. These improvement plans will run for a semester with monthly updates due to the building principal. Improvement in indicators should be evident by the next formal observation that school year or by a walk-through date agreed upon by the teacher and administrator.

Whether the individualized professional work is conducted for isolated indicators or is part of an overall improvement plan, the hours accumulated through the reflective assignments and Educational Impact can be logged as hours toward professional growth points (PGP) for teacher license renewal.

Any teacher in Improvement Necessary or Ineffective may request an observation from district administrator and/or request a meeting with the Superintendent. Any teacher in Improvement Necessary or Ineffective at the end of the year will be required to meet with the Superintendent.

C. Process to Tie Results of Evaluations to District PD

As a result of the professional development assigned to individual teachers, Educational Impact's system allows for reporting that will indicate trends and areas in need of improvement district wide. District administrators can then tailor district PD to these larger topics needed by a majority of teachers while principals can create building-level or study groups/courses around topics particular to their buildings or teams of teachers.

VII. Summative Conference/Scoring

A. Scoring matrix/explanation

TEACHERS

Within each of the four Danielson domains, teachers will be assessed as falling into one of four categories:

Highly Effective Effective Improvement Necessary Ineffective

Each of the above categories will receive a point value:

Highly Effective = 4

Effective = 3

Improvement Necessary = 2

Ineffective = 1

The Instructional Practices Measure (50% of the Teacher Effectiveness Rating) will be calculated on the following weights:

Domain I: Planning and Preparation = .25 x [4, 3, 2, or 1]

Domain II: The Classroom Environment = .25 x [4, 3, 2, or 1]

Domain III: Instruction = .25 x [4, 3, 2, or 1]

VIII. Oversight Process

A. Annual Review of Appraisal Plan

A district committee comprised of representatives from each building and the Fairfield Educators Association will meet quarterly to discuss how the plan is working and what areas are in need of clarification or modification. Their review will result in modifications to be taken to the administrative team. Any changes made to the plan will be shared back with the committee and will be submitted to the school board for approval in June of each year.

B. Process to Resolve Discrepancies/Anomalies

In the case of a discrepancy between an educator and evaluator, the educator who feels the observation (formal observation or walkthrough) does not reflect that teacher's performance should discuss this in a conference with that primary evaluator. This should be a professional conversation where both sides present all evidence in support of their position. If there is a continued discrepancy, the teacher may request another observation of teaching by the same observer or a central office administrator. This secondary observation must be scheduled within two weeks of the post-observation conference in dispute and be conducted in the same content area as the previous observation. Prior to the secondary observation, the teacher and primary observer will meet with the secondary evaluator to set the context for the secondary evaluation. After the observation, the results will be shared with the educator in a post-observation conference, and the home building administrator will be present at this conference if he/she was not the evaluator of this follow-up observation. The secondary evaluation will be incorporated with the body of other observations towards the teacher's summative rating.

When a teacher disputes a summative rating for the overall Teacher Effectiveness Rating, the teacher may ask for a meeting with the administrator and the superintendent. This request must be made in writing with the specific areas of discrepancy identified (i.e. disputed data, indicators from the Danielson rubric). The superintendent will respond within 10 days with a meeting date, at which the teacher and administrator would present all evidence. Within 5 days of the meeting, the superintendent will issue a determination as to the teacher's final summative rating.

Anomalies or procedural problems that arise in the system will first be addressed through the building administrator to determine if this was an issue particular to the building or was one more systematically. If it is determined that it is something within the plan design that needs to be clarified or corrected, it will be brought to the district Appraisal Oversight Committee during one of its quarterly meetings. If it is an immediate need, the committee will be asked to meet in special session. The committee will look into the issue and bring a recommendation to the superintendent for discussion with the administrative team. The decision of the administrative team is final. Any changes arrived at that significantly alter the plan will be taken to the school board for approval.

C. Teachers Rated Ineffective in Consecutive Years

Students will not be assigned two consecutive years to teachers who are rated Ineffective. To avoid such an outcome, teacher assignments will be stacked to reflect only students who did not have an Ineffective teacher the previous year, or the assignment may involve a teacher switching to a different grade level or a different building. If such an outcome cannot be avoided due to multiple teachers with Ineffective ratings, letters will be sent home to parents indicating what is happening in terms of grade-level professional development and focus on student need; a

teacher’s rating will not be disclosed. For grade clusters experiencing a concentration of Ineffective teachers, intensive professional development study groups driven by professional growth plans will be implemented. Mentor colleagues will be assigned to these teachers from the grade level team or from an adjacent team, and mentors will be provided leadership percentages within the compensation model for assisting these other teachers.

D. Reporting of Data to the State of Indiana

Through data maintained on employees and the compensation model spreadsheet to be utilized, Fairfield Schools can easily report data to IDOE per category of teacher and institutions granting teaching credentials. It is anticipated that the Certified Employee (CE) and Certified Personnel (CP) report data collected in PowerSchool will be adapted by Pearson to fit this data requirement, or locally we will add custom fields to collect what is needed. Staff are familiar with data uploads to the State’s Application Center and will provide whatever is necessary, eliding identifying information as needed. The IDOE Evaluation Rating report (ER) each fall will be submitted with the summative rating as required by Indiana code. Our system of compensation spreadsheets will be available to run analyses and pivot tables for summary information and to plan budgets for future compensation.

IX: Compensation

A. Categories and Weights for Compensation Model

Total Education & Experience	33%
Education	15%
Experience	18%
Teacher Effectiveness Rating	42%
Teacher Leadership Roles	<u>25%</u>
	100%

B. Category Lanes and Explanations

In each of the categories used for teacher compensation, the percentage limits reflect the highest attained level for that category. For lower levels of education and experience, for school and district leadership roles, and for a TER other than Highly Effective, the percentages are adjusted down or tiered according to the following scales:

Education: The following scale applies to a certified teacher who teaches 120 days of the school year.

<u>Degree</u>	<u>Percentage</u>
BA/MA with emergency permit	8%
BA or vocational equivalent	12%
MA or vocational equivalent	15%

Grandfather Clause for Education: Indiana Code 20-28-9-11(a) requires that a teacher who started course work for an advanced degree before July 1, 2011 receive the compensation increase, increment, or raise for that advanced degree. This course work must be completed before September 2, 2014. The provisions and procedures described in the collective bargaining agreement in place on July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, should be referenced to establish the compensation increase, increment, or raise a teacher will earn upon completion.

Vocational Equivalents: Vocational teachers who hold a license to teach may have been granted that license based on work experience rather than college credits. A teacher hired with a vocational license and no experience will be placed at the BA 0 level. If that teacher is coming from an accredited school, then the years of experience from that school will be honored. Vocational teachers shall qualify to be placed on the Master’s tier with their same level of teaching experience tier according to the following:

- i. complete 400 hours of related instruction after being hired on the BA tier
- ii. document all hours from official transcripts or training verifications and submit to Superintendent for review by August 1 for that teaching year.

Experience: Experience percentages are recognized for full-time employment per these lanes:

Years	<u>0-2</u>	<u>3-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16+</u>
Percentage	6%	9%	12%	15%	18%

Teacher Effectiveness Rating: Based on a teacher’s overall rating, they will receive the following:

Highly Effective	52%	
Effective	47%	
Improvement Necessary	0%	*Teachers rated in the bottom two
Ineffective	0%	categories cannot receive a
		performance pay increase.

Teacher Leadership Roles: Leadership roles are tiered according to the following lists which reflect the highest tier of state or national leadership, the middle tier of district-level leadership, and the third tier of school-level leadership. Teachers are to verify leadership role assignments with building principals, and any leadership role not explicitly listed here needs to be proposed by the building principal and approved by the superintendent on the approved Teacher Leadership Role Verification Form. Once a leadership position is approved by the superintendent, the teacher is expected to serve in that role as a leader among teacher peers for that school year in the way outlined on that verification form. At the completion of the year or the duties, the teacher then resubmits the form with verification that the leadership role was fulfilled; the building principal and/or the superintendent signs off to indicate the leadership role was successfully completed. Two or more leadership roles combined within each of the lower two tiers move the educator to the next leadership tier in a “trade-up” system. That combination of two roles from a lower tier serves as a single item as listed on the next highest tier. Sample leadership roles include, but are not limited to:

- 25% Tier: National Board Certified Teacher
- National Certification for Counselors
- National Certification for Therapists
- Recognition by USDOE
- Recognition by IDOE

- Recognition by content or developmental level professional organization
- Recognition by college/university
- Publication in state or national journal
- Publication in book or part of book
- Presenter at national, state, or regional conference
- Chair/Co-Chair for Advance-Ed Site Visit Team evaluating another school/district
- Two or more leadership roles from the 20% Tier
- 20% Tier: On-going staff development role for district/school
- Mentoring a colleague per principal request
- Mentoring a beginning teacher
- Supervising a student teacher
- Active participation in district-level committee (curriculum, appraisal oversight, insurance, broad-based planning for high ability)
- Instructional coaching for district initiatives
- District accreditation committee service
- Chair/Co-Chair for School Improvement Team
- Chair/Co-Chair/Teacher leader for Advance-Ed school team
- Member of Advance-Ed Site Visit Team evaluating another school/district
- Grade level team leader in a building
- Department or division coordinator
- Professional learning community team leader
- Book study or action research group leader
- School social committee chair
- School Improvement Team member

C. Calculation and Distribution of Awards

The amount of money available for compensation will be determined by factors such as the amount of new money available from the basic grant in the general fund, projected enrollment, costs of other products or services or utilities, the willingness of the school board to expend from cash balance, and/or the availability of state grants for performance pay. The district will enter negotiations offering what is fair, meaningful, and responsible, avoiding deficit spending per legislation if negotiations enter mediation or fact-finding. This total amount of funds available will become the basis of performance pay and can fluctuate from year-to-year or, depending on the above factors, may not be available. This is similar to situations in past years when pay was frozen.

For each teacher, the percentage for each of the compensation categories is placed in a modified version of the State's Model Salary Schedule located at the IDOE website. The spreadsheet will calculate teacher ratios for Education and Experience, for the Teacher Effectiveness Rating, and for Leadership using the following formula:

INDIVIDUAL TEACHER CATEGORY PERCENTAGES
(INDIVIDUAL INDEX)

SUM OF ALL PERCENTAGES OF ALL TEACHERS IN THE DISTRICT
WHO ARE RATED “EFFECTIVE” OR “HIGHLY EFFECTIVE”
(DISTRICT INDEX)

These three ratio scores represent the proportional share of the amount available for increased compensation for each category. The three ratio scores are added to provide a total ratio for each teacher. The total ratio score for a teacher is multiplied by the amount available for performance pay, and this results in the total amount to be awarded to a teacher. This will be distributed in late fall 2014 in a lump-sum payment as soon as data necessary for the calculation of the final Teacher Effectiveness Rating is available from the State. When performance pay is issued for the previous year, compensation will be paid out to anyone who earns the pay whether they are still in employment, retire, or have left the district. Any teacher who is rated Improvement Necessary or Ineffective may request an observation from district administrator and/or request a meeting with the Superintendent at any time during the school year. Any teacher whose overall TER is Improvement Necessary or Ineffective at the end of the year will not receive performance pay and will be required to meet with the Superintendent.

Looking to the overall compensation timeline, this would be the breakdown:

August-September School Year A	Negotiate and settle contract for Year A
May-June School Year A	Summative conferences for Instructional Practices will inform teachers as to 50% of the overall TER; place verified leadership roles into the salary calculation spreadsheet
May-June School Year A	Teachers in non-tested subjects and teachers in tested subjects with student learning objectives will know the locally-determined share of their 25% classroom Student Learning Measure
August-September School Year B	Negotiate and settle contract for Year B
October- November School Year B	Receive growth data for State assessments and A-F Accountability grades from IDOE
	Use this data to determine the remainder of classroom teacher individual rating for the 25% of Student Learning Measure; use the State data to determine the division scores because of tested subjects used in that 20% of Student Learning Measure; apply A-F Accountability grade to the remaining 5% of Student Learning Measures

November-December School Year B

Calculate final overall Teacher Effectiveness Ratings from above data for Year A; place data in salary calculation spreadsheet; determine amounts of compensation; award performance pay in one-time payment before December 31 of Year B if using grant funds; roll over any Education and Experience amounts to the base salary calculations for the next year.

D. Monitoring of Cash Awards

Fairfield Community Schools will use a modified version of the model salary schedule calculator provided by the IDOE. Once all data for award categories is collected it will be housed in these multi-tab spreadsheets for calculation. A master spreadsheet will be used to tabulate results from year to year, including summaries of awards distributed, numbers of individuals receiving awards, award amounts by Teacher Effectiveness Rating, total amounts of awards by education and experience, amounts awarded for leadership roles, and summaries of ratios to determine if there is growth within the district for teachers relative to the district index. Such a summary will allow for short-term and long-term trends to be analyzed. Also, summary reports in the TOWER system will allow administrators by building and for the district to see what indicators in the Danielson rubric were receiving the lowest rankings in order to better educate teachers about that rubric language and to guide professional development on that indicator. Once that professional development takes place, we can ascertain if those areas see higher rankings from administrators and, as a result, if there is higher compensation generally and for teachers who had that training in particular.

Student achievement data will be contained in multi-tab spreadsheets as well, with each course for which a teacher is evaluated appearing on a separate tab or page within the RANDA system. Lists of students with their growth and proficiency measures will be found on each tab, and a cover worksheet will summarize student averages for the teachers' classes to arrive at his/her overall classroom rating. These lists of student achievement data can be corroborated against performance pay amounts awarded to teachers in order to determine correlations between amounts awarded in pay and student achievement the next year. Division scores would allow the district to see correlations between the achievement of teams of teachers or departments relative to the performance awards for that team of teachers individually. Analysis can determine whether a continued emphasis on collaboration in teams and across departments helps raise those scores for the division.

Each June, district and building level administrators will evaluate the previous year's observation protocols, data collection, and communication. This will be informed by feedback from the oversight committee and teachers through building channels. Each August at the administrative retreat, improvements will be discussed and then implemented with communication to the Fairfield Educators Association in the negotiations process.

X. Definitions

Division: A division is a cluster of teachers whose student data is contingent upon the other teachers in that division at the building level. Divisions for Fairfield Community Schools are:

- a. Elementary level
 1. A grade level team consisting of classroom teachers for all sections of that grade at a building
 2. Specials division for art, music, and physical education at the building level
 3. Title I/Instructional Resource teachers will form a division within the building based on the classrooms from which students in the program come; this can be all grades or limited to a focused grade span (i.e. K-4) in which services are directed at that building
 3. Special education teachers and speech teachers will form their own individual division based on all the students on a teacher's caseload; collaboration here arises from the special education and classroom teacher working to meet the needs of students on that case load
 4. Guidance counselors will form a division across the elementary schools.
- b. Secondary level
 1. Humanities division consisting of English, social studies, fine arts teachers, and media specialist
 2. STEM division consisting of science, technology education, mathematics, health and physical education teachers
 3. Vocational and pre-vocational division consists of agriculture, business education, family and consumer sciences, building trades, and cosmetology
 4. Special education teachers and speech teachers will form their own individual division based on all the students on that teacher's caseload; collaboration here arises from the special education and classroom teacher working to meet the needs of students on that case load
 5. Guidance counselors will form a division unto themselves within the Jr/Sr High School

Extenuating Circumstances: Extenuating circumstances are rare, life altering events/series of events that impact a student's achievement. Identification as special education, English learner, and/or free/reduced lunch do not constitute singular events or moments that could adversely affect achievement. Examples of extenuating circumstances include death of a parent or close/live-in family member, divorce, deployment of parent to armed service, sudden health emergency or discovery of a chronic condition, or trauma. Extenuating circumstances must be able to be documented and substantiated.

Growth: A "year's growth" or "semester's growth" represents that a student has made academic growth during that time with that teacher. A year's growth reflects improved achievement between the previous year and the next year, regardless of starting point. This can be measured by progress from the previous year to the current year, through a pre- and

post-test sequence, or by reaching proficiency on learning objectives for a course of study. For semester classes or classes that are not tested by the State, this means that a student masters learning objectives by the end of the course that were not mastered upon entering the class.

XI. Forms

- A. Teacher Evaluation Professional Development Reflection
- B. Teacher Improvement Plan template
- C. Teacher Leadership Role Verification Form
- D. Assessment Sequence Submission Forms

Teacher Evaluation Professional Development Reflection

Teacher:

Building:

Observer:

Date:

Name of module from Educational Impact, website, video, or other professional that you studied or observed:

1. Based on the area(s) of growth that was/were identified during your observation conference, what are two things you learned from the reflection assignment you were given? What has this caused you to think about differently?

2. Given what you learned, what is one actionable change you will make in your classroom beginning tomorrow?

3. Given what you learned here, what is something else you would like to learn more about and how will you go about discovering that? In what ways can your building and/or district administrator assist you?

Teacher Improvement Plan

Teacher:

Administrator:

Date:

Reason for Action:

Purpose of Plan: To assist the teacher in improving practice in _____.

Areas of Focus for this Plan:

Area(s) of Concern and Specific Danielson Domains

Description of conduct or performance observed by administrator

Assistance:

In completing this improvement plan, the teacher will be provided the following:

Timeline:

Consequences: This plan of improvement highlights your areas of concern/deficiencies as a professional educator. These are serious enough to admonish you and give notice of deficiency in the area listed above. Failure to correct these deficiencies will result in a recommendation for_____.

Delivery & Time to Respond:

- The initial conference to go over this plan of improvement will be_____ _____ . This conference will be used to review and discuss the purpose of this plan of improvement. Follow-up conferences will be _____.

Teacher Leadership Role Verification Form

Teacher:

Building:

Name the role you will be undertaking for your school:

Tier to which this leadership belongs: 25% 20% 15%

Mark one:

- This is a currently established position.
- This is a proposed leadership position.

What will be your specific duties in this leadership position?

How will you demonstrate teacher leadership in this role?

Signature of Teacher: _____

Date: _____

Signature of Principal: _____

Date: _____

Signature of Superintendent: _____

Date: _____

**See reverse for end-of-year verification.
Must be completed before compensation will be released.*

End-of-Year Verification

Teacher:

Building:

Role:

What specific things did you accomplish in this leadership role this year?

If placed in this role again, what would you foresee doing differently?

We verify that the named teacher has successfully completed this leadership role and should receive due compensation.

Signature of Teacher: _____

Date: _____

Signature of Principal: _____

Date: _____

Compensation Increase: Approved
 Denied for the following reason:

Signature of Superintendent: _____

Date: _____

Checklist for Student Learning Measures

Course: _____

Teacher(s): _____

For each course you will be assessing, you should have the following items for submission to administration:

- _____ 1. List of course student learning objectives (SLO's) with associated standards[see attached SLO Grid]

- _____ 2. A list of the elements making up your assessment sequence with the proficiency levels and weights [see attached Sequence Outline]

- _____ 3. A copy of the skills/content assessment with corresponding standards tied to each question [see attached Assessment Analysis]

- _____ 4. An answer key for the skills/content assessment

- _____ 5. A copy of the critical abilities/"literacies" assessment with standards tied to each prompt [see attached Assessment Analysis]

- _____ 6. A scoring rubric for each critical ability question

- _____ 7. A copy of the disposition question given to student as part of the assessment sequence

- _____ 8. A scoring rubric decided upon by your division/department for the disposition question

Assessment Sequence Outline with Proficiency Levels and Weights

Course: _____

Teacher(s): _____

**Total of the weights of final proficiency must equal 100%*

A. Skills/Content Assessment *Weight of final proficiency= _____ %

Format:

Time allotted:

Proficiency levels:

For a Level of 4, a student must score _____ %

For a Level of 3, a student must score _____ %

For a Level of 2, a student must score _____ %

For a Level of 1, a student must score _____ %

B. Critical Abilities/"Literacies" Assessment *Weight of final proficiency= _____ %

Format:

Time allotted:

Proficiency levels:

For a Level of 4, a student must _____.

For a Level of 3, a student must _____.

For a Level of 2, a student must _____.

For a Level of 1, a student must _____.

C. Dispositions Assessment *Weight of final proficiency= _____ %

Format:

Time allotted:

Proficiency levels based on department/division rubric

Assessment Analysis

Grade Level/Subject: _____

Teacher(s): _____

CONTENT/SKILLS ASSESSMENT ANALYSIS

Question Number	"Big Idea" Skill or Content This Question Addresses and Accompanying Standard(s)	Level of Rigor 1=Recall 2=Skill/Concept 3=Strategic Thinking 4=Extended Thinking	Key Action Verb(s) 1=List, Define, Label, Match 2=Estimate, Compare, Modify, Predict, Summarize 3=Critique, Formulate, Construct, Hypothesize 4=Design, Connect, Synthesize, Analyze, Prove	Question Format (i.e. open ended, multiple choice, matching, essay, etc.)
1				
2				
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10				
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12				
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15				
16				
17				
18				
19				
20				<i>Hit tab to add additional rows as necessary</i>

CRITICAL ABILITIES/“LITERACIES” ASSESSMENT ANALYSIS

Question Number	Critical Ability or “Literacy” This Question Addresses and Accompanying Standard(s)	Level of Rigor 1=Recall 2=Skill/Concept 3=Strategic Thinking 4=Extended Thinking	Key Action Verb(s) 1=List, Define, Label, Match 2=Estimate, Compare, Modify, Predict, Summarize 3=Critique, Formulate, Construct, Hypothesize 4=Design, Connect, Synthesize, Analyze, Prove	Question Format (i.e. open ended, multiple choice, matching, essay, etc.)
1				
2				
3				
4				
5				
6				