



# FAIRFIELD

COMMUNITY SCHOOLS

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

Fairfield Community Schools

Teacher Evaluation Plan

Dr. Carrie Cannon, Superintendent

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Goshen, IN 46528

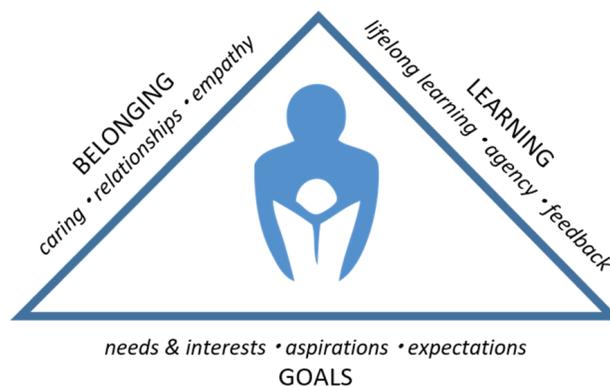
## I. Introductory Material

Originally 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 district mission, vision, and learner model as follows:

**MISSION:** *Empowering a resilient, reflective, and responsible community to learn and lead boldly.*

**VISION:** *Fairfield Community Schools strives to equip collaborative learners through personalized learning and real-world experiences while promoting perseverance and problem solving.*

### LEARNER MODEL:



Fairfield Schools recognizes the district's responsibility to care for ALL learners within the school community from students through educators and administrators. As we strive to individualize learning and make education relevant to peoples' needs and aspirations, we must make development of educators a priority. Opportunities to promote and develop resiliency, reflection, and professional responsibility must happen among our staff as we expect it of our students.

### Communication

On-going communication is carried out through administrative and principal meetings monthly, building-level discussions, and members of the appraisal committee carrying information back and sharing it at the building level during designated times. New aspects of the plan are communicated through the Teacher Appraisal Committee and/or Fairfield Educators Association before being shared with the school board of trustees.

## II. 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 student achievement measures.
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.

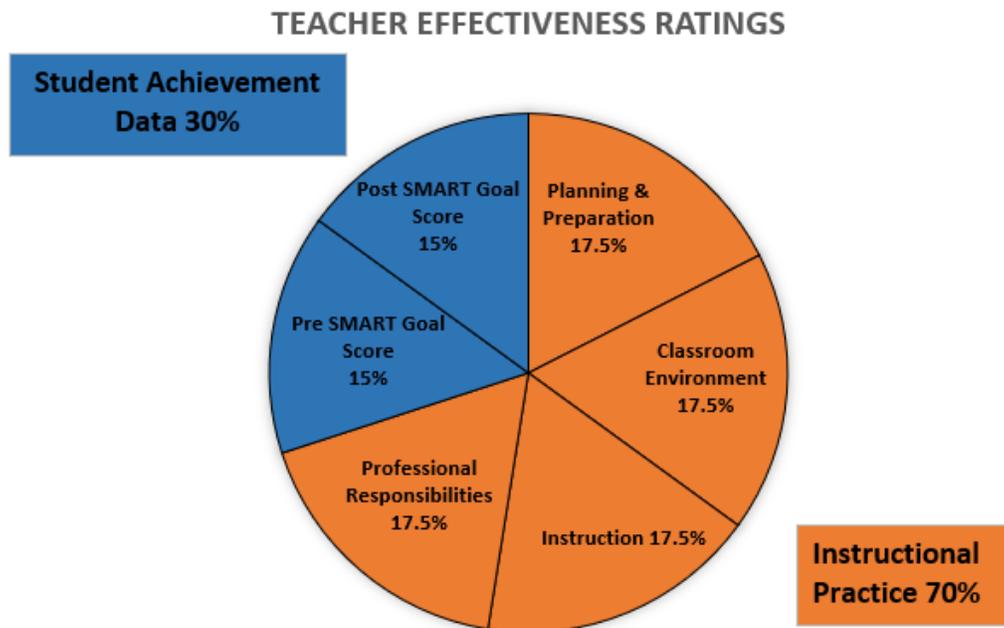
### B. Components required by legislation

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 the majority of the Teacher Effectiveness Rating as an evaluation of instructional practice.
3. Annual designation in one of four categories (Highly Effective, Effective, Improvement Necessary and Ineffective): 70% of the Teacher Effectiveness Rating for instructional practices will be combined with 30% of the Teacher Effectiveness Rating for student achievement data, as measured by SMART Goals rubrics, 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. Negative impact on student learning shall be defined as follows:
  - (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. 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 - 70% Instructional Practice and 30% Student Achievement Data. Instructional Practice is divided into the four domains of the Danielson Framework for Teaching with Planning and Preparation at 17.5%, The Classroom Environment at 17.5%, Instruction at 17.5%, and Professional Responsibilities at 17.5%.

Student Achievement Data are 30% individual class/class load achievement measured from the SMART Goal Rubric.



2. The Teacher Effectiveness Rating is obtained from two sources: Instructional Practice and Student Achievement Data. Instructional Practice is scored through the Danielson Rubric and is weighted at 70% of the evaluation. Student Achievement Data are obtained from the SMART Goal Rubric comprising 30% of the evaluation.

#### F-TASS WEIGHTS

- Danielson Domain 1 - 17.5%
- Danielson Domain 2 - 17.5%
- Danielson Domain 3 - 17.5%
- Danielson Domain 4 - 17.5%
- Pre SMART Goal Rubric - 15%
- Post SMART Goal Rubric - 15%

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 overall Instructional Practices Measure (70%) will be calculated with equal weights

- Domain I: Planning and Preparation =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain II: The Classroom Environment =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain III: Instruction =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain IV: Professional Responsibilities =  $.25 \times [4, 3, 2, \text{ or } 1]$

Total (out of 4 rounded to the nearest hundredth)

The overall score for student achievement measures (30%) will be calculated with equal weights

- Pre SMART Goal rubric =  $.5 \times [4, 3, 2, \text{ or } 1]$
- Post SMART Goal rubric =  $.5 \times [4, 3, 2, \text{ or } 1]$

Total (out of 4 rounded to the nearest hundredth)

After calculating the overall teacher effectiveness score (rounded to the nearest whole number), the rating will be determined by the following scale:

- Highly Effective = 4 (3.50 - 4.00 before rounding)
- Effective = 3 (2.50 - 3.49 before rounding)
- Improvement Necessary = 2 (1.50 - 2.49 before rounding)
- Ineffective = 1 or 0 (0.00 - 1.49 before rounding)

### 3. Evaluation Timeline

Teachers will be evaluated annually with a minimum of two observations of at least 30 minutes and a minimum of two shorter walk-throughs and anecdotal observations of performance.

Teachers who have demonstrated consistent effectiveness will be eligible for a modified observation schedule consisting of ONE annual long observation and a minimum of ONE shorter walk-through. To be eligible for the abbreviated observation schedule, a teacher must have an average across the 4 Danielson Domains greater than or equal to 3.00 (no rounding) for two consecutive years AND no improvement plan over the same two-year period. Teachers on the abbreviated schedule who maintain these two criteria stay on the abbreviated schedule. If teachers fail to meet these criteria, they fall back to the regular schedule of TWO long and TWO short observations for another two-year period. Teachers may ask observers for additional observations to augment those required.

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.

## III. Components of Evaluation System

### A. Professional Practice Evaluation

1. The evaluation rubric for teachers (regular classroom, elementary specials teachers, special education teachers who teach classes and/or assign grades at least 50% of the teaching day) will be the Danielson 2011 Framework for Teaching comprised of Domain I: Planning and Preparation, Domain II: The Classroom Environment, Domain III: Instruction, and Domain IV: Professional Responsibilities.

## 2. Rubric for Other Certified Staff

a. The evaluation rubric for the media specialist is a variation of the Danielson 2011 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 school counselors is a variation of the Danielson 2011 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, Teachers on Special Assignment, and for Instructional Collaborators is the Danielson 2011 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 Assistant Superintendent, Special Education & Testing Coordinator, Principals, and Assistant Principals will be a rubric adapted from the Indiana RISE model consisting of two domains—Domain I: Teacher Effectiveness and Domain II: Leadership Actions. The Superintendent will evaluate the Assistant Superintendent, Special Education & Testing Coordinator, and Principals. Principals will evaluate the Assistant Principals.

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. Formal teacher evaluations (conducted by building or district level administrators) will be conducted two times per year for at least 30 minutes. Informal evaluations and walk-throughs for 5 -15 minutes (conducted by building principals, district level administrators, and/or TOSAs) will occur several times a year.

6. Pre- and Post-Conferences: 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 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. SMART Goals for Certified Staff

All certified staff will utilize SMART Goals. Goals are part of every aspect of the teaching profession and provide a sense of direction, motivation, a clear focus, and clarify importance. By setting goals, teachers are providing themselves and their students a target to aim for. A SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-Bound. Therefore, a SMART goal incorporates all of these criteria to help focus instructional practices and increase student achievement.

- **Specific** – What are the goals the teacher is trying to accomplish and why?
- **Measurable** – What student measures support the goal?

- **Achievable** – What actions are in place to facilitate achievement of the goal?
- **Relevant** – How does this goal align with instructional practices?
- **Time-Bound** – What is the timeline for achieving this goal?

SMART goals must have criteria for measuring progress. If there are no criteria, teachers will not be able to determine student impact or progress to reach the goal. To make a goal measurable, teachers should consider the following:

- What do we want our students to know?
- How will we know they learned it?
- How will we respond if they struggle?
- How will we respond if they show mastery?

For example, a 3rd grade teacher may want to ensure that students make sufficient progress in reading for the school year. The teacher might use IREAD as a tool to measure attainment of the goal. It is a relevant goal because all third-grade students should be reading proficiently. It is measurable and time-bound because we have an assessment that offers scoring before the end of the school year. It is attainable because it is designed for third grade reading proficiencies.

It is important for teachers not to set themselves up for failure by setting general and unrealistic goals such as “I want to be the best at X.” This goal is vague with no sense of direction. Teachers should adhere to SMART goals that set themselves and their students up for success by making goals specific, measurable, attainable, realistic, and timely. The creation of a SMART goal should adhere to the SMART Goal Rubric (see page 8). Each teacher should collaborate with their evaluator to define a SMART Goal each year. The goal must be tied to Domains 1-4 on the Danielson Rubric and student achievement measures.

All certified staff members will meet with their supervisor within the first nine weeks of the school year to establish their goal for the year. All goals will be established using the SMART Goal format described here. All goals will be scored on a scale of one to four (1 – 4) with a conference to be completed by the end of the school year to discuss scoring of the SMART goal based on the SMART goal rubrics. An average of the scores (pre and post SMART Goal) will represent an effectiveness rating:

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

**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. Student achievement measures for students with extenuating circumstances may be excluded from measuring a SMART Goal.

A teacher or administrator may request an edit to the teacher's SMART Goal during the school year due to extenuating circumstances. The administrator will hold a conference with the teacher to determine the need for the change in the SMART Goal and develop a revised goal. In the event of disagreement about the appropriateness or need of a SMART Goal revision, the teacher or administrator may make an appeal to a central office administrator.

Scoring of SMART Goals will consist of two scores - Pre SMART Goal Rubric score and Post SMART Goal Rubric score (see page 8) will be counted equally at 50% each to create the SMART Goal score.

SMART Goal Rubric				
	1	2	3	4
<b>Key</b>	<p style="text-align: center;"><b>Pre = The goal:</b> <b>Post = Evidence of goal completion:</b></p>			
<b>Specific</b>	<ul style="list-style-type: none"> <li>• is general</li> <li>• is not clearly tied to a Danielson indicator</li> <li>• has no identified outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Is specific, but does not specify a Danielson indicator</li> <li>• Has an outcome, but is vague</li> </ul>	<ul style="list-style-type: none"> <li>• identifies at least one Danielson indicator</li> <li>• has a clear outcome tied to student learning</li> <li>• applies to the majority of students</li> </ul>	<ul style="list-style-type: none"> <li>• identifies at least one Danielson indicator</li> <li>• has a clear outcome tied to student learning</li> <li>• applies to all students</li> </ul>
<b>Measurable</b>	<ul style="list-style-type: none"> <li>• measures teacher behavior but does not focus on student achievement</li> <li>• OR has no specified measurement</li> </ul>	<ul style="list-style-type: none"> <li>• uses broad student measurement points such as district wide scores</li> <li>• OR is not specific to students or to the indicator being addressed</li> </ul>	<ul style="list-style-type: none"> <li>• is assessed using a defined student achievement measure</li> <li>• specifies how often the student achievement measurements will occur</li> </ul>	<ul style="list-style-type: none"> <li>• is assessed using multiple student achievement measures</li> <li>• is ongoing in short and long cycles to monitor student progress and make adjustments</li> </ul>
<b>Achievable</b>	<ul style="list-style-type: none"> <li>• does not identify a Danielson indicator</li> <li>• does not include any obvious connections between strategies and action steps</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a Danielson indicator that is too basic to require any change in practice</li> <li>• is not clear how the strategies or action steps are connected to the Danielson indicator</li> </ul>	<ul style="list-style-type: none"> <li>• is realistic AND reflects a Danielson growth indicator for the teacher</li> <li>• has clearly connected strategies, action steps, and student achievement measures</li> </ul>	<ul style="list-style-type: none"> <li>• will result in significant student achievement</li> <li>• has strategies and action steps clearly connected to the Danielson growth indicator</li> </ul>
<b>Relevant - Results Oriented</b>	<ul style="list-style-type: none"> <li>• does not identify any student achievement measures</li> </ul>	<ul style="list-style-type: none"> <li>• identifies student achievement measures, but they are not tied to a meaningful Danielson growth indicator for the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• ties student achievement measures to a meaningful Danielson growth indicator for the teacher</li> <li>• addresses meaningful learning for most students</li> </ul>	<ul style="list-style-type: none"> <li>• ties student achievement measures to a meaningful Danielson growth indicator for the teacher</li> <li>• addresses meaningful learning for all students</li> </ul>
<b>Time Bound</b>	<ul style="list-style-type: none"> <li>• does not include time frames for completion</li> </ul>	<ul style="list-style-type: none"> <li>• has general time frames</li> <li>• OR has time frames not linked to student achievement measures, strategies, or action steps.</li> </ul>	<ul style="list-style-type: none"> <li>• includes time frames that are linked to each student achievement measure</li> <li>• has clearly defined strategies and action steps</li> </ul>	<ul style="list-style-type: none"> <li>• identifies time frames that include short and long cycles</li> <li>• includes adaptive strategies and action steps in response to student achievement measures</li> </ul>

### C. Teacher Effectiveness Rating

This score of one to four (1-4) from the Danielson Rubric Instructional Practices Measure (see III.A. above) will be multiplied by 0.7 and combined with the averaged SMART Goal score of one to four (1-4) multiplied by 0.3 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 based on statewide assessment measures 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 earning an improvement necessary or ineffective rating on the Student Achievement Measure (Averaged SMART Goal Rubric score) for two consecutive years.

### IV. Data Collection, Storage and Analysis

All data collection, storage and analysis will be conducted through tools from RANDA Solutions. Educator evaluations will be conducted through the TOWER Evaluation System application that synchronizes to the software as a service at RANDA. RANDA will also house the SMART Goal data in order to obtain the 30% Student Learning Measures and calculate an overall effectiveness rating for certified staff.

### V. Professional Development/Remediation Plan

#### A. Training for Evaluators

Evaluators are trained through the Educational Impact, an 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. Student data measures will be analyzed through a system of locally developed spreadsheets and the RANDA evaluation program. Building administrators are familiar with the spreadsheet used to calculate weights of categories. 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

Teachers will receive professional development within their buildings on the model for teacher evaluation. When new teachers are brought into the district, the department/grade level coordinator 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. These modules will be tracked for successful completion in Educational Impact through module assessments 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 sample form in appendix B) 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 will be created by the evaluator and reviewed with the teacher. These improvement plans will typically run for a semester with monthly updates due to the building principal. Improvement in indicators should be evident by the next formal observation of the 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 a 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.

### **VI. 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 categories will receive a point value: Highly Effective = 4, Effective = 3, Improvement Necessary = 2, Ineffective = 1

The overall Instructional Practices Measure (70% of the Teacher Effectiveness Rating) will be calculated on the following weights:

- Domain I: Planning and Preparation =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain II: The Classroom Environment =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain III: Instruction =  $.25 \times [4, 3, 2, \text{ or } 1]$
- Domain IV: Professional Responsibilities =  $.25 \times [4, 3, 2, \text{ or } 1]$

Total (out of 4)

This total from the Instructional Practices Measure will be combined with the total from the SMART Goal Rubrics to arrive at the overall Teacher Effectiveness Rating. However, this will not strictly be derived from a formula. As a result of conferencing, building-level administrators will be able to decide the final Instructional Practices Measure, considering the arc of progress made by the teacher over the course of the year. At the time the summative rating is determined, teachers will be given the entire series of data that contributed to that rating. Much will be done to show teachers “what if” scenarios to train them on this system. Once actual results are obtained, the Superintendent or Assistant Superintendent will conference with teachers when requested to clarify how the data was used.

## PRINCIPALS

Principals 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 Leadership Practices Measure (70% of the Administrator Effectiveness Rating) will be calculated on the following weights:

- Domain I: Teacher Effectiveness =  $.50 \times [4, 3, 2, \text{ or } 1]$
- Domain II: Leadership Actions =  $.50 \times [4, 3, 2, \text{ or } 1]$

Total (out of 4)

This total from the Leadership Practices Measure will be combined with the total from the SMART Goal rubrics (30% of the Administrator Effectiveness Rating) to arrive at the overall Administrator Effectiveness Rating. The SMART Goal Rubrics are the same as used by the teaching staff and are measured using the following point values: Highly Effective = 4, Effective = 3, Improvement Necessary = 2, Ineffective = 1

## SUPERINTENDENT

The superintendent 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 Leadership Outcomes Measure (70% of the Administrator Effectiveness Rating) will be calculated from a consensus score by the school board of trustees on these domains:

- Domain I: Human Capital Manager
- Domain II: Instructional Leadership
- Domain III: Personal Behavior
- Domain IV: Building Relationships
- Domain V: Culture of Achievement

- Domain VI: Organizational, Operational, and Resource Management

Total (out of 4)

This total from the Leadership Practices Measure will be averaged equally with the total from the Student Learning Measures to arrive at the overall Administrator Effectiveness Rating.

Student Learning Measures categories will receive a point value: Highly Effective = 4, Effective = 3, Improvement Necessary = 2, Ineffective = 1

The superintendent will establish at least two Superintendent Goals/Objectives which will be rated on the four-point scale.

- Exceeds all goals = Highly Effective = 4
- Meets all/most goals, may exceed one or more = Effective = 3
- Meets only one goal = Improvement Necessary = 2
- Meets no goals = Ineffective = 1

In addition, the corporation-wide metric will be the A-F Accountability Report Card final letter grade for the corporation converted as: A = 4 B = 3 C = 2 D or F = 1

The Student Learning Measures (30% of the Administrator Effectiveness Rating) will be calculated with SMART goals and measured on the same SMART goal rubrics as other certified staff.

#### B. Process for Gathering Data/Artifact/Other Evidence

Principals may ask teachers to submit lesson plans and other artifacts as part of the pre and/or post observation conference(s). Teachers should feel free to bring to conferences any pertinent data, lessons, samples of student work, or data that would inform appraisal of teacher performance. The artifacts should be integral to the lesson/class and not be “showcase” pieces merely produced for the observational setting. All data for the Student Learning Measures needs to be accurately maintained by the teacher and presented in the format requested by the district. It is also the teacher’s responsibility to present students for whom there are extenuating circumstances as soon in the process as possible. (See further guidance in X. Definitions.)

### **VII. Oversight Process**

#### A. Review of Appraisal Plan

A district committee composed of representatives from each building and the Fairfield Educators Association will discuss how the plan is working and what areas need clarification or modification. Their review may 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.

#### B. Process to Resolve Discrepancies/Anomalies

In the case of a discrepancy between a teacher and evaluator, the teacher 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 teacher 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 meetings. 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 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 for assisting these other teachers.

#### D. Reporting of Data to the State of Indiana

With data maintained on an employee spreadsheet, Fairfield Schools can easily report data to the IDOE per category of teacher and institutions granting teaching credentials. The IDOE Evaluation Rating report (ER) each fall will be submitted with the summative rating as required by Indiana code.

## X. Definitions

**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.

**Use of Artifacts:** Artifacts can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction or serve as products of the instructional process. A representative example of artifacts would include, but is not limited to: lesson plans, assessments, unit planning materials, study guides, student work, professional development documentation, technology integration, homework assignments, student intervention documentation, newsletters, communication logs, discipline logs/emails, agendas/minutes, professional development presentations, and portfolios.

### 1. What is the purpose of artifacts?

The primary purpose of artifacts is to provide the evaluator with evidence, not yet observed, of teachers' work toward meeting the expectations of a given Danielson indicator. Additionally, artifacts may be useful in providing the evaluator a deeper look or a more extensive look into teachers' progress toward meeting the expectations of a given indicator. Teachers should be careful to avoid assuming that indicators have not or will not be observed. Sharing a large number of artifacts to address an indicator that will eventually be scored in observations is not an efficient use of time in this process. It may be wise to discuss with the primary evaluator the anticipated artifacts and indicators that will be needed and to determine the best time to provide artifacts.

### 2. How many artifacts are needed?

Usually 1 or 2 artifacts are sufficient to give the evaluator enough information to provide the teacher with a rating. The evaluator may request more or different artifacts than those already shared by a teacher. However, a small number of artifacts should still suffice, even if requested by the evaluator. It is important for teachers to understand that quantity does not necessarily equal quality when it comes to artifacts. Sharing additional artifacts or a large number of artifacts will not necessarily translate into a higher score.

### 3. Will all artifacts be scored?

Not necessarily. If an evaluator asks for a specific artifact, the artifact should be reviewed, and in most cases, scored. However, if a teacher adds additional artifacts, the evaluator may or may not choose to review and score those artifacts. If artifacts are included in materials as a required part of a formal Improvement Plan and/or the artifacts are specifically requested as part of the Improvement Plan, the artifacts should be reviewed, and in many cases, scored.

4. Can teachers share artifacts to domains of which the teacher believes the current scores are too low?

As stated in item #1, the primary purpose is to fill gaps in areas that have not been observed. Teachers can certainly add artifacts at any time. Each time a change or addition is made to a teacher's observation in RANDA, it should be discussed between the primary evaluator and the teacher. As stated in item #3, the evaluator has the discretion to review and score the artifacts.

5. How much should artifacts weigh in final scores?

Most of Domains 2 and 3 are observable on some level; thus, observable evidence should provide the primary context for the ratings in those domains. For Domain 1 and 4 indicators, such as those related to planning and professional behaviors, equal weight may be appropriate for observable behavior and artifacts, as it is possible to observe quality planning in action as well as see and review effective lesson plans. In some instances, the artifact may provide the bulk of evidence. Because student achievement is the primary goal of all classrooms, artifacts that display student proficiency, growth, and learning are extremely valuable and relevant when considering the appropriate rating. Evaluators apply professional judgment when scoring each indicator at the time of the Summative Evaluation. If artifacts supply the only evidence, obviously, the judgment will be based solely on the artifact. In all other cases, evaluators will consider all pieces of evidence in totality to determine the rating. It is very difficult, at the moment the final score is applied, to place a percentage of weight that one piece of evidence has over another.

6. Should teachers create artifacts solely for the purpose of providing documented evidence?

It is possible that the creation of artifacts is the best way teachers can provide evidence. Pictures, video, new approaches to planning, or new assessments may be created by teachers as a response to observations. The evaluation process does not mandate teachers create new artifacts, and it is not the goal of the administration to require additional work for the sake of providing evidence through artifacts. The artifacts should grow from or represent what is already happening in a classroom or learning situation. The evaluator will make observations of classrooms and artifacts and provide feedback to the teacher. If the teacher believes the best way for the evaluator to have a clearer picture of effectiveness is through a newly-created artifact, then the teacher may certainly share it with the evaluator.

7. When is the best time to submit artifacts?

Some indicators, such as those related to planning, often require artifacts. It is advised that teachers share artifacts at the time of the observation under discussion, either right before or right after the post-observation conference. Evaluators should also communicate, as early as possible, if artifacts are necessary because there are indicators missing scores. Since both

evaluators and teachers can track the scoring of each indicator in RANDA Tower, it is a shared responsibility between the teacher and evaluator to communicate.

8. Is it possible that artifacts are unique to a building or department?

Yes. If a building or department chooses to emphasize a teaching practice or methodology, artifacts may be unique or specific to a location or subject/grade level.

9. Should all artifacts be shared or is a binder of paper artifacts required?

Evaluators should provide a system or a clear expectation to teachers regarding the preferred type of artifacts (electronic or paper). Teachers may submit artifacts to their evaluator at any time. However, if the evaluator has set an expectation of hard copy, that will be the method that is considered for review and scoring. Evaluators may also expect a blend of paper and digital artifacts. Again, the expectation should be clearly communicated and understood by all parties.

## **Appendix**

### **A. Timeline of F-TASS Plan**

- 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 training and data reporting
- Revision: Spring 2016—reduction in number of observations for meeting criteria; removal of Amplify and addition of NWEA as learning measure; addition of artifacts appendix; language changes
- Approved by Board of School Trustees: July 7, 2016
- Approved by Teaching Staff: 99% of staff approved of plan August 10, 2016
- Revision: Summer 2017-- Included new mission, vision and learner model as well as Appendix of Teacher Appreciation Grant policy; option for teacher to be evaluated with fewer than 120 days added
- Revision: Summer 2018—Replaced ISTEP+ with ILEARN; changed date for annual Teacher Appreciation Grant policy; language changed from ILEARN being “majority” to “substantial” to reflect move from 13% to 8% of classroom measures
- Approved by Teaching staff: 99.3% of staff approved of plan August 8, 2018
- Approved by Board of School Trustees: August 23, 2018
- Removal of compensation components in section IX - December 12, 2019
- Clarification of Components of Evaluation in Section IV for TOSA’s and elimination of self-scoring observation rubric prior to observation. - December 12, 2019
- Approved by Board of School Trustees: December 12, 2019
- Utilizing SMART Goals and adjusting assessment components to 30% and Danielson to 70% - April 15, 2021
- Approved by Board of School Trustees: April 15, 2021
- Revised: Fall 2021 through Spring 2022

**B. Teacher Improvement Plan template**

Teacher Improvement Plan

Teacher:

Administrator:

Date:

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

Area(s) of Concern and Specific Danielson Domains

Description of conduct or performance observed by administrator

Action Plan & Artifact(s) to Present:

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 \_\_\_\_\_.

Signatures:

\_\_\_\_\_

Principal / Date

\_\_\_\_\_

Teacher / Date

I have read the information outlined in this plan of improvement. Although I may not agree with the assessment of my supervisor, I understand that if I do not make improvements in the areas of deficiency and follow the suggestions listed within this letter that I may be recommended for \_\_\_\_\_.