

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120057

Grants.gov Tracking#: GRANT11189409

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Fort Wayne Community Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

35-6006351

* c. Organizational DUNS:

0743074630000

d. Address:

* Street1:

1200 South Clinton St.

Street2:

* City:

Fort Wayne

County/Parish:

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

46802-3504

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Steven

Middle Name:

M

* Last Name:

Cobb

Suffix:

Title:

Chief Academic Officer

Organizational Affiliation:

* Telephone Number:

260-467-2005

Fax Number:

260-467-1980

* Email:

steven.cobb@fwcs.k12.in.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

13. Competition Identification Number:

84-374A2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

<input type="text"/>	Add Attachment	<input type="text"/>	<input type="text"/>
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*** 15. Descriptive Title of Applicant's Project:**

REAL - Rewarding Educators & Academic Leaders

Attach supporting documents as specified in agency instructions.

Add Attachments	<input type="text"/>	<input type="text"/>
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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="9,998,702.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,998,702.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Carol Guse</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Fort Wayne Community Schools</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Fort Wayne Community Schools

* Street 1: 1200 S. Clinton St. Street 2: _____

* City: Fort Wayne State: IN: Indiana Zip: 46802

Congressional District, if known: IN-03

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Carol Guse

* Name: Prefix Dr. * First Name Wendy Middle Name _____
* Last Name Robinson Suffix _____

Title: Superintendent Telephone No.: 260-467-2025 Date: 07/27/2012

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

FWCS TIF GEPA 2012.pdf

Delete Attachment

View Attachment

EQUITABLE ACCESS AND PARTICIPATION - GEPA 427

Equity Statement. Each of the schools in this grant application will provide equal employment opportunities to all employees and applicants for employment without regard to race, disability, marital status, color, religion, sex, sexual orientation, national origin, citizenship status, age, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws. In addition, each school will comply with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Fort Wayne Community Schools will apply similar rules and policies to ensure that all six types of barriers that can impede equitable access are addressed. We will welcome all persons regardless of gender, race, national origin, color, disability, or age. A *Partnership Memorandum of Understanding (MOU)*, on file in the district, was signed by the leadership of the participating schools agreeing that all participants will seek to create safe and supportive environments for teachers and students.

Planning and program committees will continue to reflect diversity and include persons of different genders, races, national origins, colors, disabilities, and ages.

The Project Director will identify and assist educators who need extra and/or individual attention. Programs will be open to all eligible students and teachers in eligible, participating schools.

Flyers and marketing materials will be designed so that persons of varying education, cultures, and races can understand what the *Teacher Incentive Fund* grant program called *REAL* is about. Materials will be translated from English to Spanish and vice versa.

Persons with disabilities will be provided equal access and opportunities in professional development programs and activities. The Director of Special Education (Special Needs) will be included in the implementation and execution of the program. The Project Director will request information about classroom teachers and students with special needs to ensure that appropriate access and equipment is available to address their needs. If not available, the district will determine if special assistive devices can be purchased (i.e. switches, pencil grips, special computer software, etc.). Students / teachers with special needs will have access to health treatment. All sites are handicapped accessible for the general public, students and parents. Transportation issues for participants with special needs will be included in program planning.

Local, regional and national participating speakers and volunteers from the community will include individuals of different races, genders, and cultures.

The Project Director and the External Evaluation Team will monitor any needs or discriminations. The district has developed special appeal procedures for teachers, students and program participants who feel they have been discriminated against in the areas of gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** APPLICANT'S ORGANIZATION**

Fort Wayne Community Schools

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr. * First Name: Wendy Middle Name:

* Last Name: Robinson Suffix:

* Title: Superintendent

*** SIGNATURE:** Carol Guse

*** DATE:** 07/27/2012

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Laura		Cain	

Address:

* Street1:	1200 S. Clinton St.
Street2:	
* City:	Fort Wayne
County:	
* State:	IN: Indiana
* Zip Code:	46802
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

260-467-2018	260-467-1980
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Email Address:

laura.cain@fwcs.k12.in.us

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

Fort Wayne Community Schools, a single eligible applicant, Local Education Agency (LEA) and fiscal agent, proposes a *Teacher Incentive Fund* grant in the General TIF Competition, CFDA # 84.374A, entitled ***REAL: Rewarding Educators & Academic Leaders!*** Fort Wayne Community Schools educates nearly 31,000 students in 51 different school buildings in Indiana's second largest school district and Fort Wayne's second largest employer. 48 of the 51 schools are considered high-needs urban schools with a minimum free/reduced lunch count of 50% of enrollment. It is these schools that will be served by the proposed TIF-funded Performance Based Compensation System (PBCS) outlined in *REAL*. Implementation will help Fort Wayne Community Schools meet and exceed the following goals and objectives:

<u>Goal 1:</u> Improve classroom instruction in high needs, low performing schools.
<u>Objective 1:</u> Increase # of teachers who attain <i>Highly Effective</i> or <i>Effective</i> rating.
<u>Goal 2:</u> Strengthen learning environments through effective academic leadership.
<u>Objective 2:</u> Initiate and sustain administrator effectiveness evaluation system.
<u>Objective 3:</u> Increase # of administrators who attain <i>Highly Effective</i> or <i>Effective</i> rating.

Evaluation of goals and objectives will include both required GPRA performance indicators and project-specific measures. This application qualifies for two Competitive Preference Priorities. **COMPETITIVE PREFERENCE PRIORITY 4:** FWCS has not previously participated in a *TIF* project and is eligible for 6 additional points as a New Applicant; and **COMPETITIVE PREFERENCE PRIORITY 5:** Prior to completion of the grant period (September 30, 2017), FWCS will implement a district-wide compensation system based on the effectiveness of both teachers and principals. Current LEA policies reflect intentions to adopt district-wide teacher and administrator evaluation systems and all critical stakeholders – teachers, principals, administrators, unions – are supportive of reform efforts and this proposal.

Fort Wayne Community Schools has spent nearly a decade, under the leadership of Dr. Wendy Robinson – a member of the inaugural class of Broad Center Fellows – preparing to implement a Human Capital Management System based on a comprehensive Educator *System of*

Support[™] that rewards excellence in teaching and academic leadership and leads to improved student achievement. Fort Wayne Community Schools will expand a pilot teacher evaluation project to all eligible district schools while simultaneously launching an administrator evaluation system. The FWCS *System of Support*[™], in combination with the Indiana Teacher and Principal Effectiveness Rubrics are the foundation of the district's Performance-Based Compensation System (PBCS), which meets the statutory requirements of the *Teacher Incentive Fund* grant. FWCS will also distribute compensation incentives to eligible teachers / administrators who take on additional instructional and leadership roles designed to fulfill the goals of *REAL*. In addition, *TIF* funds will be used to provide leadership training, principal coaching, expansion of an administrator internship program, creation of exemplary, online *Just In Time* training modules by Ball State University and development of a Mentor / Master Teacher program to support the achievement of project goals.

Fort Wayne Community Schools will contract with an independent evaluation firm to conduct a thorough assessment of all project services. Grant managers and evaluators will use *REAL* evaluation data to determine the success of individual initiatives as well as the overall impact of broader reform strategies.

Fort Wayne Community Schools firmly believes that instruction is the most powerful tool schools have to influence student learning. Teachers and principals whose work does not lead to substantial increases in academic achievement are not effective. Effective educators must know and be able to do specific things; they must possess the explicit competencies that drive student performance and be relentless in attaining that performance. Attainment of instructional excellence is the basis of the re-imagined FWCS Human Capital Management System and the impetus behind all district reform efforts, including *REAL*. After investing in extensive collaborative planning linking all facets of the school community, FWCS identified and articulated a reform agenda to meet the instructional challenges impeding success at high-needs, low-performing schools. FWCS has been aggressively implementing its Reform Agenda so that every student receives what he or she needs to reach high levels of achievement.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

FINAL FWCS TIF Narrative 2012.pdf

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REAL – Rewarding Educators & Academic Leaders

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INTRODUCTION: Fort Wayne Community Schools proposes a *Teacher Incentive Fund* grant entitled ***REAL: Rewarding Educators & Academic Leaders*** for funding consideration.

1. Applicant Profile – Fort Wayne Community Schools (FWCS) educates nearly 31,000 students living and learning in Fort Wayne, Indiana – the second largest city in the state. The district has served Fort Wayne children and their families since 1857 and continues to be the heart of the greater Fort Wayne community. Fort Wayne Community Schools is both the second largest school district in the state and the second largest employer in the metropolitan area (4,265 current employees). Like other large urban school districts, FWCS is impacted by multiple community risk factors that promote low academic achievement and low academic attainment.

The following chart outlines 2010 Census data for neighborhoods served by FWCS:

	% Poverty	% Child Poverty	Per Capita Income	% Unemployed	% High School Graduate (or higher)	% Bachelor Degree (or higher)
Fort Wayne	17.1%	30.2%	\$22,670	11.5%	82.0%	16.2%
Indiana	15.3%	21.7%	\$22,806	7.9%	87.0%	22.7%
United States	15.3%	21.6%	\$26,059	8.2%	85.6%	28.2%

Source: U.S. Census 2010; U.S. Bureau of Labor and Statistics, May 2012.

Poverty, high unemployment and low education attainment contribute to poor performance in many Fort Wayne schools. Key student demographic data confirm diverse student needs and highlight the challenges Fort Wayne Community Schools face serving at-risk learners:

District	Enrollment	% Free / Reduced Lunch	% Minority	% English Language Learners	% Special Education
Fort Wayne	30,992	72%	50%	8%	22%

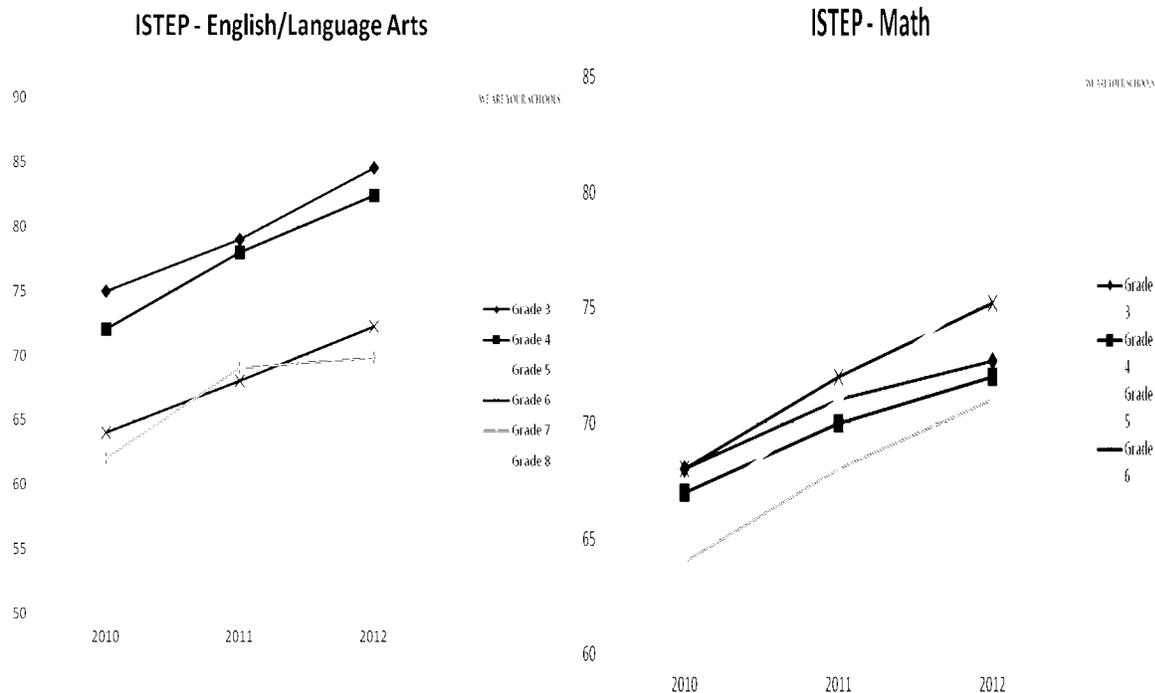
Challenging social conditions negatively impact student performance and FWCS schools are rebounding from a prolonged cycle of academic underperformance that, in 2008, led to 13 schools being designated as federal *Persistently Lowest Achieving Schools Tier I, II or III*. Today, only one school remains a Tier II failing school. Fort Wayne Community Schools serves a diverse population of learners seeking to overcome school and community risk factors that impede success. Our student body is comprised of youth from low-income, inner city neighborhoods and economically stagnant suburban communities. FWCS enrollment is becoming increasingly diverse given a rapidly growing minority population with students speaking 79 different languages. Fort Wayne celebrates its diversity and seeks to implement programs that best meet the changing needs of our schools, students and families.

2. Promoting School Improvement – In 2008, after a decade of academic decline, Fort Wayne Community Schools embarked on an aggressive school improvement initiative designed to turn around chronically failing schools by initiating a multi-step reform process, which included:

- Balanced Scorecard: FWCS adopted a school data management and accountability strategy – based on successful business models, training from the Broad Foundation and funding from the Wallace Foundation – to assess programs and identify areas in need of improvement.
- LEAD School Project: In 2009, based on results of the *Balanced Scorecard* effort, FWCS identified eleven schools that failed to achieve AYP for six or more consecutive years and were at risk of state takeover to pilot a turnaround model based on instructional improvement, invigorated academic leadership and a teacher / administrator evaluation strategy leading to performance-based compensation. The LEAD (*Leading Educational Achievement with Distinction*) Project greatly improved academic achievement at targeted schools and is the model upon which administrators will promote district-wide reform.
- RISE Pilot Project: Based on the success of the LEAD Schools, FWCS received a 2012 grant from the Indiana Department of Education to implement a pilot performance-based compensation system using the state's *Indiana Teacher Effectiveness Rubric*. FWCS is one of three pilot projects in the state and the only urban school system to commit to using a

validated teacher / administrator evaluation protocol that promotes performance-based compensation. The project is in its first few months of implementation at LEAD Schools.

Fort Wayne Community Schools has committed substantial resources to promote district-wide improvement and turn around chronically low performing schools. Implementation of reform strategies has yielded tremendous success, as evidenced by the following trend charts:



FWCS posted gains and outpaced state averages in every academic indicator and grade level on the 2012 ISTEP+ (state-administered assessment) and expects to make Adequate Yearly Progress for the **third** consecutive year, after six prior years of Corrective Action. Hoping to build on success, FWCS proposes a *Teacher Incentive Fund* grant designed to scale up effective strategies and improve achievement in all schools. Federal funds will fill gaps in pilot project efforts while promoting improvement across all eligible FWCS district schools.

PRIORITIES AND REQUIREMENTS: Fort Wayne Community Schools – LEA applicant and fiscal agent for **REAL: Rewarding Educators & Academic Leaders** – will meet the following *Teacher Incentive Fund* requirements: 1) Absolute Priorities; 2) Competitive Preference Priorities; and 3) Requirements – as specified in the application instructions.

ABSOLUTE PRIORITY 1: Fort Wayne Community Schools will utilize the state-validated Indiana Teacher and Principal Effectiveness Rubrics to evaluate teachers and administrators. Evaluation results will inform key human capital management decisions, including recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure and promotion. The evaluation based Human Capital Management System (HCMS) will help district leaders support high-needs / priority schools by targeting instructional and leadership needs through prioritized allocation of limited resources. Use of teacher and administrator rubrics reflects current School Improvement Plan priorities and, along with the FWCS *System of Support*[™], is the cornerstone of district reform efforts (see *A. Coherent and Comprehensive Human Capital Management System* section of Narrative).

ABSOLUTE PRIORITY 2: Commencing with the 2012-13 school year, FWCS will implement a teacher evaluation rubric developed by the Indiana Department of Education to rate teachers across four performance levels – Highly Effective, Effective, Improvement Needed, Ineffective. The evaluation rubric is a component of a multi-step protocol based on the FWCS *System of Support*[™] framework. Observational data and student performance data will be combined using a consistent formula to determine teacher effectiveness ratings across all district schools (see *B. Rigorous, Valid, Reliable Educator Evaluation Systems* section of Narrative).

ABSOLUTE PRIORITY 3: Not Applicable.

COMPETITIVE PREFERENCE PRIORITY 4: FWCS has not previously participated in a *TIF* project and is eligible for 6 additional points as a New Applicant.

COMPETITIVE PREFERENCE PRIORITY 5: Prior to completion of the grant period (September 30, 2017), FWCS will implement a district-wide compensation system based on the effectiveness of both teachers and principals. Current LEA policies reflect intentions to adopt district-wide teacher and administrator evaluation systems and all critical stakeholders – teachers, administrators, unions – are supportive of reform efforts and this proposal.

REQUIREMENT 1: Fort Wayne Community Schools will expand a pilot teacher evaluation project to all eligible district schools while simultaneously launching an administrator evaluation

system. The FWCS *System of Support*[™], in combination with the Indiana Teacher and Principal Effectiveness Rubrics are the foundation of the district's Performance-Based Compensation System (PBCS), which meets the statutory requirements of the *Teacher Incentive Fund* grant. FWCS will also distribute compensation incentives to eligible teachers / administrators who take on additional instructional and leadership roles designed to fulfill the goals of *REAL*.

REQUIREMENT 2: FWCS educators support implementation of teacher / administrator evaluation systems, human capital management systems based on educator effectiveness and performance-based compensation (see *D. Involvement of Educators* section of narrative). Teachers, principals, assistant principals and district administrators participated on multi-year planning committees, launched a three-year teacher evaluation project in highest priority schools and are piloting a state-funded performance-based compensation project across the district. Teachers and administrators completed surveys to assess needs and evaluate attitudes toward reform efforts. Teacher unions voted to accept performance-based compensation strategies based on educator effectiveness. Peer-elected representatives convened a *TIF Task Force* to conduct a needs assessment and design *REAL* to fill gaps in FWCS programs. Teacher / administrator participation and support has been extensive and will remain critical to overall project success.

REQUIREMENT 3: All targeted schools meet minimum 50% Free / Reduced Lunch eligibility requirements. See *Appendix* for list of qualifying schools and free/reduced lunch rates.

REQUIREMENT 4: Not Applicable.

REQUIREMENT 5: FWCS respectfully submits **one** proposal for consideration and will not partner in any other *TIF* application.

REQUIREMENT 6: FWCS will use *TIF* funds to support district-wide improvements to human capital management and performance-based compensation systems, compensate *Highly Effective* / *Effective* teachers and administrators in high-needs schools and compensate teachers / administrators who take on additional roles and responsibilities (see responses to Selection Criteria) in high-needs schools as defined by statutory regulations (see *Appendix* for proof of eligibility). In addition, *TIF* funds will be used to provide leadership training, principal coaching,

expansion of an administrator internship program and development of a Mentor / Master Teacher program to support achievement of project goals.

REQUIREMENT 7: Fort Wayne Community Schools has never received *TIF* funding and will only participate in its own proposed project entitled *REAL*.

PROJECT DESIGN OVERVIEW: After an extensive needs assessment, a *TIF Task Force* designed a comprehensive effort to initiate, strengthen and sustain strategies supporting school improvement in high-needs schools – all of which have a free / reduced lunch rate exceeding 50% enrollment. Implementation of *REAL: Rewarding Educators & Academic Leaders* will help Fort Wayne Community Schools meet and exceed the following goals and objectives:

<u>Goal 1:</u> Improve classroom instruction in high needs, low performing schools.
--

<u>Objective 1:</u> Increase # of teachers who attain <i>Highly Effective</i> or <i>Effective</i> rating.
--

<u>Goal 2:</u> Strengthen learning environments through effective academic leadership.

<u>Objective 2:</u> Initiate and sustain administrator effectiveness evaluation system.
--

<u>Objective 3:</u> Increase # of administrators who attain <i>Highly Effective</i> or <i>Effective</i> rating.
--

Evaluation of goals and objectives (see *E. Project Management* section) will include both required GPRA performance indicators and project-specific measures. See Appendix for summary organizational flow chart outlining the implementation elements of *REAL*.

SELECTION CRITERIA

(A) COHERENT/COMPREHENSIVE HUMAN CAPITAL MANAGEMENT SYSTEM.

Current District Initiatives: Fort Wayne Community Schools has spent nearly a decade, under the leadership of Dr. Wendy Robinson – a member of the inaugural class of Broad Center Fellows – preparing to implement a Human Capital Management System based on a comprehensive Educator *System of Support*[™] that rewards excellence in teaching and academic leadership and leads to improved student achievement. To understand the need for *Teacher Incentive Fund* dollars, it is important to review the abbreviated history of district initiatives that culminated in the development of *REAL* as the next necessary step in the FWCS reform agenda:

<u>2003:</u> Dr. Wendy Robinson named Superintendent. <u>2004:</u> Leadership training - Superintendent's
--

Cabinet / School Board (Univ. of Virginia Darden School of Business – sponsored by Wallace Foundation); Development of Professional Learning Communities (Richard DuFour). **2005**: Educating a Diverse Population Board Training (Cultural Proficiency Model); Attracting and Retaining Highly Qualified Teachers Board Presentation; Leadership training for Board and Superintendent's Cabinet (U of V. Darden School). **2006**: *Balanced Scorecard* training for FWCS staff at Executive Leadership Program. **2007**: Board establishes district's Vision, Mission, Core Values and Goals. FWCS establishes Area Administration structure by grade level groups (Elementary/Middle/High School). **2008**: FWCS announces Accountability System presentation; *Leadership Second Only to Instruction* (Triple P, Pyramid for Success™); *We Are Your Schools'* presentation to Community; *Balanced Scorecard* presentation to Board, framework established and mission, vision and core values approved by board; goals publically unveiled. **2009**: *Balanced Scorecard* and the School Improvement Plan - from boardroom to classroom; Administrators and Teachers participate in HOPE (Harnessing Optimism and Potential through Education) Foundation training; District in discussions with IDOE, regarding *Race to the Top*. **2010**: Began process of establishing 11 *Leading Educational Achievement with Distinction* (LEAD) schools, replacing principals and staff after unprecedented input/guidance from the Fort Wayne Education Association and community; Presented FWCS *Pyramid for Success*™ at school board meeting; Administrators and Teachers Participated in *Courageous Leadership Academy*. **2011**: LEAD school update presented at school board meeting; Districts invited to participate in RISE pilot; North / South Side meetings to inform IDOE / community of LEAD school progress; Indiana Senate Bill 1 - *Teacher Evaluations and Performance* becomes law; Fort Wayne RISE Pilot / training of evaluators, teachers; *System of Support*™ in use; Assessments using Teacher Effectiveness Rubric submitted, finalized; **2012**: Completion of Year 1 RISE Pilot; Use of Teacher *System of Support*™; development of Principal *System of Support*™.

Fort Wayne Community Schools has embarked on a multi-year, deliberate and ongoing effort to revitalize education in high-needs schools by creating learning environments that value and promote achievement. Implementation of *REAL* will scale up these strategies district-wide.

REAL Project Strategies: During implementation of *REAL*, Fort Wayne Community Schools will continue its ongoing efforts to create and sustain an effectiveness-based Human Capital Management System by implementing a Teacher Effectiveness model (Years 1 – 5 of grant), a Principal Effectiveness model (Year 1 testing, Years 2 – 5 implementation) and comprehensive Targeted Support Plans for teachers and principals (Years 1 – 5 of grant). **1) Teacher Effectiveness:** Beginning in 2010, FWCS piloted a Teacher Effectiveness model in eleven lowest-performing, highest-needs LEAD Schools that failed to achieve adequate yearly progress for six or more consecutive years. *REAL* will apply lessons learned during the LEAD pilot project and scale up an improved Teacher Effectiveness model across all high-needs Fort Wayne Schools (total of 48 schools serving 30,232 students, grades K – 12). The FWCS *System of Support*TM model marks a dramatic shift in FWCS human capital management practice and redefines the professional and learning culture of the school district. Fort Wayne Community Schools launched this effort in response to an urgent need to address chronic failure in high-needs schools and is seeking to reinvent learning in underserved schools during a time when state and federal funding is declining and annual district per pupil expenditures fall below already low state averages. The FWCS *System of Support*TM teacher effectiveness model will use the state-validated *Indiana Teacher Effectiveness Rubric* as a critical data collection and teacher evaluation tool (see *B. Rigorous, Valid and Reliable Educator Evaluation Systems* section of narrative). The *Teacher System of Support*TM framework, based on the work of Charlotte Danielson, encourages administrators to conduct frequent teacher observations and gather data to assess annual effectiveness of each teacher's professional practice on a four-point scale linked to performance levels – *Highly Effective, Effective, Improvement Needed* and *Ineffective*. Implementation of the FWCS *Teacher System of Support* is a highly collaborative process that puts instructional leaders (principals) in classrooms every day, with ongoing dialogue and support focused on improving instruction for ALL teachers, not just non-performers. It is imperative to apply the *Teacher System of Support*TM with fidelity and consistency to increase teacher confidence in the model and mitigate concerns that evaluation-based human capital management systems can lead to bias in

district and school decision-making. To increase objectivity and reduce inconsistencies in implementation, school principals (trained to implement *Teacher System of Support*[™] by district coaches) will serve as the primary evaluators of teacher effectiveness (assistant principals and other identified administrators will serve as secondary evaluators). Effectiveness of ALL certified teachers, including those serving special populations (students with disabilities, English language learners, etc.), will be determined using the multi-step model, which includes the following components:

FWCS Teacher System of Support[™]	
Component	Purpose / Frequency / Format
COMPONENT 1: Daily Snapshot	<ul style="list-style-type: none"> • Complete Daily Snapshot observation 1 to 4 times per week. • Collect information on specific competencies of teacher's professional practice in short classroom observations by Principals /Assistant Principals. • Provide immediate feedback to teachers via email, using Teacher Effectiveness Rubric, <i>eWalk</i> software and iPad technology.
COMPONENT 2: Principal Initial Feedback	<ul style="list-style-type: none"> • Complete Initial Feedback observation as needed (15 min. classroom observations). • Understand and use trend data specific to each teacher to promote growth. • Principals deliver feedback in 48 hrs, using Teacher Effectiveness Rubric.
COMPONENT 3: Focused Feedback	<ul style="list-style-type: none"> • Complete Focused Feedback observation as needed (approx. 40 minutes). • Extended classroom observation of teachers who need improvement. • Conference with observed teacher to provide feedback based on evaluator observations, discuss performance and launch <i>Targeted Support Plan</i>.
COMPONENT 4: Summative Evaluation	<ul style="list-style-type: none"> • Use <i>Indiana Teacher Effectiveness Rubric</i> and information from components 1-3 to assign teachers an observational evaluation score. • Combine evaluation score with student performance metrics to assign every teacher a final effectiveness rating (annual). Effectiveness scores determine annual individual teacher professional practice rating.

While the FWCS *Teacher System of Support*[™] consists of components (steps), it is important to note that the process is not strictly linear. Principals will complete components 1, 2 and 3 multiple times during each school year – *Daily Snapshots* will occur weekly during the school year; *Initial Feedback* and *Focused Feedback* observations and conferences will occur as needed). Components 1-3 provide multiple opportunities to collect information needed to complete annual summative evaluation using rubric scores and student performance data, as well as provide important feedback to promote continuous improvement and link teachers to *Targeted Support Plan* services aligned to individual teachers needs identified during the teacher observation process. All FWCS principals have completed *System of Support*[™] training, as they:

- Recognize effective instruction and document the specific aspects of the instruction that positively influences classroom learning environments;
- Recognize ineffective instruction and determine the specific aspects of the instruction that fail to meet performance expectations and student needs; and
- Commit a minimum of 70% of their time on instructional leadership.

The *Teacher System of Support*[™] is approved by the Indiana Department of Education as a valid method – in combination with the state-developed *Indiana Teacher Effectiveness* Rubric – to evaluate teacher performance in all K – 12 classrooms. FWCS is currently piloting a performance-based compensation project (entitled *RISE*) funded by IDOE that links results of the *Teacher Systems of Support*[™] effectiveness-based Human Capital Management System to a Performance-Based Compensation System for teachers--primary focus: LEAD schools). *REAL* programming will provide funds to scale this pilot to serve teachers in all eligible FWCS schools.

2) Principal Effectiveness: FWCS adapted the state-validated teacher strategy to create a *Principal System of Support*[™] human capital management framework. Components of the effectiveness-based framework for school principals and assistant principals combines best practices with lessons learned from the teacher initiative aligned to the recently-developed *Indiana Principal Effectiveness Rubric*. FWCS will pilot the *Principal System of Support* during Year 1 of the project (2012-13 school year) and launch full implementation across all schools

linked to performance-based compensation beginning with Year 2 of the project (2013-14 school year). FWCS Area Administrators (AA) - Elementary, Middle and High School - will conduct evaluations of Principals; Principals will evaluate Assistant Principals - in all Fort Wayne district schools. Components of the *System* parallel the teacher version described above, and include:

FWCS Principal <i>System of Support</i>TM	
Component	Purpose / Frequency / Format
COMPONENT 1: Unit Profile (ie: Building Snapshot)	<ul style="list-style-type: none"> • Complete Unit Profile (schedule first quarter visit to discuss). • Area Administrator will form initial perception of school. • AA places principals in Tiers (see below) based on snapshots.
COMPONENT 2: Area Administrator Initial Feedback	<ul style="list-style-type: none"> • Complete Initial Feedback (AA visits will last as long as appropriate). • Gather information needed to assess Tier II and III principals. • Complete Targeted Support Plan (progress discussed monthly).
COMPONENT 3: Focused Feedback	<ul style="list-style-type: none"> • Complete Focused Feedback all year long. • Focus on Planning, Instruction & Leadership for all principals. • Results emailed to Principals after each visit.
COMPONENT 4: Semester Interim	<ul style="list-style-type: none"> • Provide rating for each standard where observational data exists. • Optional face-to-face conversation w/principal re: semester data. • Tier III principal's focus completed by December 1st.
COMPONENT 5: Summative Evaluation	<ul style="list-style-type: none"> • Use <i>Principal Effectiveness Rubric</i> to assign principal evaluation scores. • Combine rubric scores & school data to assign principal effectiveness rating. • Conduct conference with principal regarding rating.

FWCS Area Administrators will complete *Principal System of Support* training and *Indiana Principal Effectiveness Rubric* training (coordinated in collaboration with Indiana Department of Education) during Summer 2012 to prepare for initial testing of the effectiveness-based human capital management framework for principals and assistant principals during Year 1 of the project. Implementation of the model will link Rubric evaluation scores with schoolwide and district-wide student achievement data to generate an annual effectiveness rating for all school

administrators – *Highly Effective, Effective, Improvement Needed* and *Ineffective*. Based on individual results, principals and assistant principals will complete *Targeted Support Plans* designed to enhance professional performance and promote school improvement. **3) Targeted Support Plans:** The Fort Wayne Community Schools' teacher and administrator (educator) Human Capital Management Systems, guided by use of the *Systems of Support* frameworks, will yield annual educator effectiveness ratings, influence the distribution of performance-based compensation and trigger the development of *Targeted Support Plans* to promote educator improvement across all levels of professional performance. *Targeted Support Plans* utilize the multi-tiered FWCS *Pyramid for Success*TM professional development model to coordinate educator placement in professional learning opportunities based on three tiers of priority:

- Tier I activities are universal professional development programs related to district/schoolwide practices/policies/strategies designed for all educators regardless of rating;
- Tier II activities are higher-intensity professional development designed to help educators who receive an *Improvement Needed* or *Ineffective* rating upon completion of annual educator evaluation procedures to meet performance expectations.
- Tier III activities are targeted, specialized professional development specifically designed to help educators who receive an *Ineffective* rating improve critical instructional / leadership weaknesses that reduce the quality of instruction provided to K – 12 students.

Use of the *Pyramid for Success* to create *Targeted Support Plans* provides administrators with a meaningful way to ensure educators receive the support they need to improve professional and student outcomes in Fort Wayne Community Schools. **Teacher Targeted Support Plans:** During any stage of the annual *Teacher Systems of Support* process, principals and teachers can initiate a *Targeted Support Plan* to help teachers strengthen weaknesses and / or participate in advanced training to further improve instructional strengths. The purpose of the Teacher TSP is to provide precise, individualized support(s) to improve instruction. *REAL* will initiate the following strategies to improve the availability of supports for all classroom teachers:

- Master / Mentor Teacher Support: FWCS will create teams of Master Teachers and Mentor Teachers at each school. Master Teachers from each core subject (ELA, Math, Science, Social Studies – who maintain a *Highly Effective* performance rating for two or more consecutive years) will provide content leadership across grade levels. Master Teachers will work with district curriculum leaders to align school instructional practices to Common Core standards and help classroom teachers integrate standards into instruction through modeling, coaching and collaborative lesson planning. Master Teachers will organize and moderate *REAL Teacher Forums* (see below). Mentor Teachers from each school (who maintain a *Highly Effective* or *Effective* performance rating for two or more consecutive years) will be assigned to teachers who receive *Improvement Needed* or *Ineffective* ratings to provide job-embedded support across all facets of professional practice (instruction, classroom management, technology integration, assessment, etc.). Mentor Teachers will link lower-performing peers with classroom resources, self-paced / online professional development and learning tools that enrich lessons and promote professional growth. Mentor Teachers will work with mentees for a minimum of one full school year upon assignment of partners.
- REAL Teacher Forums: All FWCS teachers have completed HOPE Foundation training on school-based Professional Learning Communities. *REAL* will provide the resources to launch and sustain school-level professional learning communities guided by the research-based HOPE Foundation model. *Forums*, facilitated by Master Teachers, will provide quarterly opportunities for teachers to share best practices, model / observe lessons, discuss challenges such as classroom management, share techniques for improvement and communicate challenges, frustrations and lessons learned during implementation of the *System of Support* and Indiana Teacher Effectiveness Rubric. Forums will allow teachers to participate in professional growth opportunities in a supportive, peer-led environment. All teachers, regardless of performance rating, will be encouraged to participate in *REAL Forums*.
- REAL Ball State University Modules: Fort Wayne Community Schools will partner with Ball State University (BSU) – Indiana's premier teaching university – to develop an exemplary,

online *Just-In-Time* professional development approach that facilitates instructional transformation and helps teachers meet performance expectations. Custom modules for both elementary and secondary teachers – created by Ball State University Professors of Education – will address each of the nineteen (19) Indiana Teacher Effectiveness Rubric metrics. BSU will collaborate with FWCS and Indiana Department of Education to create modules during Year 1 of *REAL*, pilot and refine modules with teachers at the eleven highest-needs LEAD schools during Year 2 of the project and scale up the initiative to serve all FWCS K – 12 teachers during Years 3 - 5 of the project and beyond to promote widespread teacher improvement. While modules will be available for all teachers, regardless of performance rating, primary targets are teachers who receive *Improvement Needed / Ineffective* performance ratings. Targeted teachers will collaborate with principals to select a course of study from multiple BSU *Just-In-Time* modules that specifically target instructional weaknesses highlighted during the *Systems of Support* process. Custom training will help teachers meet performance expectations and raise performance ratings (ie: *Effective to Highly Effective; Needs Improvement to Effective; Ineffective to Needs Improvement to Effective*). Ball State University modules will be invaluable learning instruments used by FWCS to increase the number of teachers who meet / exceed *Highly Effective* and *Effective* standards.

- Content-Rich Professional Development: *REAL* will supplement *Targeted Support Plan* strategies with rich professional development opportunities that focus on instruction, classroom management, common core standards, content knowledge and assessment / data management to enhance teacher quality (see *C. Professional Development Systems* section).

Principal Targeted Support Plans: Similar to the *Teacher Targeted Support Plan*, Area Administrators and principals / assistant principals can initiate a *Principal Targeted Support Plan* at any time to help instructional leaders strengthen weaknesses or participate in advanced training. The purpose of the Principal TSP is to provide precise, individualized support(s) to improve academic / instructional leadership. *REAL* will initiate the following strategies to diversify and improve the availability of supports for all school administrators:

- Principal Coaching: Research confirms, as does FWCS's experience with their LEAD schools, that coaching by qualified individuals makes a difference in effort and results. In our LEAD transformation, teachers put the needs of students first and agreed to come to some of our most challenging buildings to literally change the culture of the building and turn failure into success. In the first few weeks, a LEAD consultant reported that large numbers of teachers were not making it in this laboratory of continual change. After providing observation and coaching through the *System of Support*, teachers began using the information to do better. The consultant reported that in one high school with approximately 100 teachers, 25-30 of them were struggling before the *System*TM was implemented; after supports were put into place, only 5-7 teachers required more intensive support. LEAD teachers have worked hard to elevate the level of instruction and change the culture of their buildings. Test data shows that they have been successful. FWCS wishes to scale up the LEAD school effort to the rest of the district and believes that the way to have the greatest impact is to hire Principal Coaches to work with school principals, transitioning them from building managers to instructional leaders. This is the district's top challenge - to grow more effective, informed leaders who can drive the change needed to cultivate and measure educator effectiveness (see Job Description in Appendix).
- Leadership Internship Program: *REAL* will revitalize the current FWCS Principal Internship program and prepare outstanding Interns to become future instructional leaders of FWCS schools and replace out-going administrators as they vacate positions. The current one-year program serves six Interns per year and faces many challenges: lack of relevant training; narrow interpretation of job description (too much emphasis on operational and behavior management; too little emphasis on instructional leadership); and shortages of qualified candidates for open FWCS principal positions causing a drain on the Internship program as schools hire Interns prior to completion of training. FWCS proposes to revitalize the Principal Internship by launching the *REAL* Leadership Internship. The Leadership Internship will provide ten highly-qualified candidates per year with a rigorous two-year internship

experience that provides focused training across four semester-long, job-embedded leadership components: academic leadership; school climate leadership; faculty and staff leadership and operations and business management leadership. Interns will collaborate with *Highly Effective* school principals across all education levels (elementary, middle and high school) to gain experience implementing Human Capital Management (*Systems of Support*) and Educator Evaluation (*Indiana Effectiveness Rubrics*) Systems. Candidates who commit to the two-year Leadership Internship will also gain experience in central administration departments, including human resources, finance, technology, transportation and student data management. While *REAL* Interns will not be eligible for placement in FWCS principal vacancies during the two-year Leadership Internship, success Interns who complete the program will receive priority placement in future administration positions. *REAL* will fund an increased compensation package for the pre-existing FWCS Interns for two years (supplement current program rather than supplant) and fully fund four additional positions to help the district attract and retain outstanding emerging instructional leaders (total of 10 Interns hired per year). Through implementation of this strategy, FWCS seeks to sustain a steady-stream of excellent instructional leaders fully prepared to lead high-needs schools into a future of success and high student achievement.

- *REAL Principal Forums*: FWCS principals completed HOPE Foundation training on school-based Professional Learning Communities. *REAL* will provide the resources to launch and sustain district-wide elementary, middle and high school administrator-level professional learning communities guided by the HOPE Foundation model. *Forums*, facilitated by Principal Coaches, will provide quarterly opportunities for principals to share best practices, model / observe leadership strategies, discuss challenges such as teacher evaluation, share techniques for improvement and communicate challenges, frustrations and lessons learned during implementation of the *System of Support* and Indiana Principal Effectiveness Rubric. Forums will allow principals to participate in grade-level appropriate professional growth

opportunities in a supportive, peer-led environment. Principals / assistant principals across all performance levels will be encouraged to participate in *Forums*.

- Content-Rich Professional Development: *REAL* will supplement *Targeted Support Plan* strategies with diverse professional development opportunities to promote improved academic leadership skills of principals and assistant principals (see *C. Professional Development Systems* section of narrative).

Implementation of *Teacher and Principal Systems of Support* linked to *Targeted Support Plans* provides FWCS with a mechanism to make effectiveness-based human capital management decisions. By adopting an effectiveness-based approach, Fort Wayne Community Schools seeks to improve instructional quality in high-needs schools and promote continuous student growth.

(1) Aligned with FWCS vision of instructional improvement. For nearly a decade, the Fort Wayne Community Schools instructional vision has been focused like a laser on improving student performance and closing achievement gaps for all students. Producing substantial improvement in student learning required FWCS to adopt a comprehensive transformation strategy that created a rigorous curriculum, developed professional learning communities, used student data to improve teaching practice, enhanced use of teaching and assessment technologies, provided supplemental assistance for struggling students, encouraged meaningful parent involvement, and promoted teacher and administrator instructional leadership. To pursue this vision, FWCS partnered with the Indiana Department of Education to pursue a federal *Race To The Top* grant; the application was not awarded federal funds. Realizing the district had to address chronic failure and school decline, the Board of Education and FWCS administrators made a leap of faith and pursued plans to reconfigure eleven schools through implementation of an effectiveness-based human capital management system and teacher evaluation protocol. The resulting LEAD schools generated tremendous interest (and a bit of controversy) by forcing all administrators and faculty to re-apply for positions. Hiring strategies were based on educator effectiveness metrics and allowed the district to pursue the goal of placing effective professionals in all instructional and academic leadership positions. The LEAD School pilot, based on the

FWCS strategic growth plan and educational vision, provided a learning laboratory for school leaders to test, refine, improve and implement transformational strategies that promote school and student growth. These strategies are the basis of *REAL* and will be improved, strengthened and scaled up during the grant period to serve all high-needs FWCS schools. The revitalized FWCS approach to learning assigns primary expectations to educators, that in many respects seem intuitive, but in reality must be articulated in order to ensure district and school efforts remain focused on promoting student growth and achievement:

- Teachers must attain rigorous effectiveness standards to best meet diverse learning needs of elementary, middle and high school students.
- Principals, above all else, must be the academic leaders of schools and assume responsibility for ensuring teachers have skills and resources needed to provide outstanding instruction.

FWCS firmly believes instruction is the most powerful tool schools have to influence student learning. Teachers and principals whose work does not lead to substantial increases in academic achievement are not effective. Effective educators must know and be able to do specific things; they must possess the explicit competencies that drive student performance and be relentless in attaining that performance. Attainment of instructional excellence is the basis of the re-imagined FWCS Human Capital Management System and the impetus behind all district reform efforts, including *REAL*. After investing in extensive collaborative planning linking all facets of the school community (administrators, teachers, unions, parents, students, community), FWCS identified and articulated a reform agenda to meet the instructional challenges impeding success at high-needs, low-performing schools. FWCS has been aggressively implementing its Reform Agenda so that every student receives what he or she needs to reach high levels of achievement. All FWCS reform efforts have been aligned from the boardroom to the classroom based upon the district's Vision, Mission, Core Values and Goals. Implementation of ***REAL: Rewarding Educators & Academic Leaders*** continues that tradition and carries it forward to benefit students across all eligible, high-needs Fort Wayne Community Schools.

(2) Likely to increase # of effective FWCS educators, especially in high-need schools, as demonstrated by: (i) *Range of human capital decisions for which applicant proposes to consider educator effectiveness.* It is the intent of Fort Wayne Community Schools to use educator evaluation data to inform all aspects of our Human Capital Management System, including: Recruitment, Hiring, Placement, Retention, Promotion, Dismissal, Tenure, Compensation, Evaluation, Professional Development and Accountability. *Recruitment:* FWCS will strengthen the screening and selection process to assess the effectiveness of prospective teachers, principals and administrators by identifying candidates who understand and embrace the district’s instructional vision. Because recruiting quality candidates is a challenge, the district is mindful of the efficacy of alternative certification programs, partnerships with colleges and universities, and “grow your own” recruiting programs to determine over time which ones provide teachers and principals that are effective in boosting student learning. *Hiring:* Fort Wayne Community Schools is committed to systematically hiring and developing new teachers and principals, offering intensive induction and mentoring support through our Teacher and Principal *Systems of Support*[™]. Coaching and mentoring driven by rigorous teaching standards and performance rubrics are a must and our Indiana RISE pilot has confirmed this. *Placement:* Too often, the lowest performing schools – with the largest percentage of high-needs students – frequently have the least effective teachers and principals. Experience gained during the FWCS LEAD Schools pilot confirms that high-needs schools can be transformed with top teachers who successfully meet the needs of diverse student populations. To avoid recruiting difficulties and problems with turnover, new teachers should be offered positions in schools where they are prepared and ready to work and that reflect their training and interests in serving specific student populations. *Retention:* Once good teachers are hired and in place, the next challenge is in keeping them, particularly in high-needs schools. FWCS needs a HCMS that rewards excellence and the Educator Evaluation System in *REAL*, as piloted in the LEAD schools, will do just that. *Highly Effective* and *Effective* teachers will be recognized and rewarded for their efforts through performance-based compensation and through career advancement opportunities. *Promotion:*

FWCS does not currently implement a system to promote teachers and administrators based on who is able to best impact student achievement in a meaningful way. Promotions are given based on evaluations that have no real bearing on student learning. Implementation of *REAL* will connect promotion and salary advancement to an educator evaluation system that includes performance-based compensation – promotions and raises will be given to *Highly Effective* and *Effective* educators. Dismissal: The district is respectful of the conditions upon which an educator might be terminated. FWCS seeks to assist employees in any way possible as they pursue professional growth, offering *Systems of Support* that will improve skills and promote student achievement. *Targeted Support Plans* will offer a mechanism of improvement and, at the end of the multi-step process, if improvement is not evident, courageous discussions will take place and educators will be placed in alternative roles. Tenure: FWCS believes awarding tenure should also include demonstrating performance to a professional standard and success in producing student achievement. Principals should be assessed in large part on gains in student performance in their schools; teachers should be assessed in large part on gains in student performance in their classrooms. Compensation: Effective HCMS's reward, promote and retain effective teachers and principals. FWCS will adopt a performance-based compensations system for teachers during Year 1 of the project and a performance-based compensation system for principals during Year 2 of *REAL*. Performance bonuses will be awarded based on a combination of multiple factors, including but not limited to results from educator performance evaluations and student performance results. Evaluation: FWCS is creating a performance-based teacher and principal evaluation system that is coordinated with the Indiana Teacher and Principal Effectiveness Rubrics to measure educator effectiveness. FWCS has clearly delineated a set of core instructional practices and the related teacher and principal competencies against which educator effectiveness will be evaluated. As a result, superintendents and principals will be able to use data to make key decisions involving teacher and principal assignments. Results will fundamentally support performance pay systems based on educator attainment of *Highly Effective* and *Effective* performance levels. Professional Development: FWCS will use its *Pyramid for*

Success[™] professional development management protocol to connect education with training-based tiers of priority linked to educator effectiveness ratings (see page 12). *REAL* human capital management and educator evaluation systems will directly impact allocation of limited professional development funds across tiers of priority to help increase the number of educators who meet *Highly Effective* and *Effective* performance standards. *Accountability*: Fort Wayne Community Schools realizes the importance of developing a series of accountability checks to monitor implementation fidelity and assess district compliance with effectiveness-based Human Capital Management Systems. Because these strategies directly impact all human resources decisions, FWCS will initiate planning to reconfigure its Human Resources Department to include monitoring procedures that assess alignment of school/district strategies with actions adopted during implementation of *REAL*. Strategic management of human capital in FWCS will be structured around measures of student learning and teaching performance. **We emphatically believe that supporting administrators, teachers and students is the key to creating an effective system that rewards educators for cultivating successful students.**

(ii) *Weight given to educator effectiveness.* At the end of each school year, educators will receive an annual effectiveness rating, based 50% on observation; 50% student data. The effectiveness rating will be a numerical score that aligns to one of four educator performance levels: Highly Effective, Effective, Improvement Needed or Ineffective (see *Evaluation Systems* below). It is the intent of Fort Wayne Community Schools, upon negotiation with its union, the Fort Wayne Education Association, to make human capital decisions in all action areas, based upon the successful performance of personnel as Highly Effective and Effective individuals.

(iii) *Feasibility of described HCMS, including prior experience.* FWCS has been moving in the direction of making HCMS decisions based on rigorous, valid and reliable educator evaluation systems since its inclusion in the RISE pilot program two years ago. Last year, the Indiana Teacher Effectiveness Rubric was piloted, as every teacher was evaluated using the FWCS *System of Support*[™]. This year, principals will be evaluated by Area Administrators, using the

Indiana Principal Effectiveness Rubric. It is our district's goal for every employee to be evaluated annually, using a rubric to measure effectiveness. We are close to making that happen.

(iv) *Commitment of LEA's leadership to implementing described HCMS.* FWCS leadership, from the Board of Education to the Central Office to Area Administrators to Principals, is committed to implementing the HCMS, as described in this *REAL* application. Superintendent Wendy Robinson has worked tirelessly for nearly a decade to implement a vision of instructional improvement for all children. In 2009, her leadership culminated in a courageous move to transform the way education happens in high-needs schools. The past three years have seen unprecedented collaboration on behalf of the district's eleven LEAD schools. Focused leadership has resulted in FWCS posting gains and outpacing state averages in every academic indicator and grade level on the 2012 ISTEP+ (released July 10, 2012). Focused leadership, shared over a decade of intentional work with committed partners, has resulted in Fort Wayne Community Schools earning the state's highest status: *Exemplary [Earning an A]*, per Indiana's accountability law, P.L. 221. The commitment of FWCS and school administrators to scale up LEAD school success to the rest of the district is contagious (see Letters of Support from Superintendent and FWEA President in Appendix).

(v) *Adequacy of financial and non-financial strategies and incentives for attracting effective educators to work in high-need schools and retaining them in those schools.* Teachers in our LEAD Schools entered their new positions in our highest-needs schools knowing that they would be under a new evaluation system that likely would be replicated throughout the district. Each teacher who committed to teach for three years in their LEAD school was incentivized with a \$3,000 stipend, providing a tangible reward that highlights the choice to serve in an underperforming school. While the amount is not large, it is significant in the outstanding effort it represents. This stipend will be paid prior to the beginning of the 2013-2014 school year. To date, 75% of the initial cohort remains teaching in their LEAD schools. These stipends will be paid by Indiana RISE pilot grant funds and the *REAL* grant will replicate the approach and its educator evaluation system in other high-needs schools throughout the district. When FWCS

teacher contracts expire in June 2013, the district will negotiate with FWEA to provide additional compensation, likely extended contracts, for Highly Effective and Effective teachers and principals, and Master and Mentor Teachers. **Performance-Based Compensation System:** FWCS will launch a Performance-Based Compensation System linked to the proposed effectiveness-based Human Capital Management System. *REAL* will guide FWCS through the often difficult transition from a traditional Step-based compensation strategy to one that bases compensation in large part on educator effectiveness. FWCS will implement a Teacher Performance-Based Compensation System during Year 1 of *REAL* and a Principal / Assistant Principal system during Year 2 of the project (following Year 1 testing and refinement of the *Indiana Principal Effectiveness Rubric*). Implementation of the *REAL* Performance-Based Compensation System marks a milestone in FWCS reform efforts by establishing multiple Human Capital and Educator Evaluation Systems that ultimately lead to increased educator accountability for their professional performance and impact on student achievement/learning.

(B) RIGOROUS, VALID AND RELIABLE EDUCATOR EVALUATION SYSTEMS.

Current District Initiatives: Fort Wayne Community Schools currently implements multiple components of an educator evaluation system. After six consecutive years of district / school failure to meet Adequate Yearly Progress benchmarks, FWCS embarked on a district-funded effort to reinvigorate classroom learning and promote school improvement by launching a pilot to evaluate teacher effectiveness and link human capital management decisions to effectiveness.

REAL Project Strategies: Implementation of *REAL* will allow FWCS to build upon early teacher evaluation efforts and expand the process to include the evaluation of principals in charge of high-needs schools across the district. Key educator effectiveness strategies, measured annually and described below, include Indiana Teacher / Principal Effectiveness Rubrics, the FWCS *System of Support* educator evaluation framework and an objective rating process that includes analysis of teacher performance linked to student academic outcomes.

(1) High quality rubric with at least three performance levels. Each FWCS teacher (beginning Year 1 of grant) and principal (beginning Year 2 of grant) will be evaluated using the state-validated Indiana Teacher Effectiveness Rubric or Principal Effectiveness Rubric (Appendix).

- Teacher Effectiveness Evaluation:** The Indiana Teacher Evaluation Cabinet – award-winning educators representing school districts and higher education experts from around the state – developed the teacher evaluation rubric during the 2010-11 school year to create a pilot assessment tool for Indiana school districts seeking to implement validated teacher evaluation procedures. FWCS was selected by the state to serve as one of three test locations to determine effectiveness of the rubric. FWCS adopted the rubric as the primary tool for evaluating teachers through its then-named *Four-Step System of Support™*. Trial implementation of the rubric proved successful and full integration of the tool linked to distribution of performance-based compensation will begin upon receipt of *TIF* grant funds. The following chart summarizes Indiana Teacher Effectiveness Rubric parameters:

Summary: Indiana Teacher Effectiveness Rubric			
Domain 1: Purposeful Planning	Domain 2: Effective Instruction	Domain 3: Teacher Leadership	Domain 4: Core Professionalism
1.1 Utilize Data	2.1 Develop Student Mastery	3.1 Contribute to School Culture	4.1 Attendance & Arrival
1.2 Set Goals	2.2 Communicate Knowledge	3.2 Collaborate w/ Peers	4.2 Policies
1.3 Develop Standards Based Plans	2.3 Check for Understanding	3.3 Seek Knowledge	4.3 Respect
1.4 Engage Families in Learning	2.4 Rigorous Instruction & Work	3.4 Advocate for Success	4.4 Engage Families in Learning
	2.5 Maximize Instructional Time	3.5 Engage Families in Learning	
	2.6 Create Culture of Respect		
	2.7 Set High Expectations		
Indiana Teacher Effectiveness Levels			
Highly Effective*	Effective*	Improvement Necessary	Ineffective

* *Highly Effective* and *Effective* levels eligible for Performance-Based Compensation

- Principal Effectiveness Evaluation:** During the 2011-12 school year, the Indiana Principal Evaluation Cabinet – team of state-recognized school principals, superintendents and

university-based education experts – adapted the Indiana teacher rubric to create a state-validated principal evaluation tool. FWCS will implement the principal rubric as its primary tool for evaluating the effectiveness of principals and assistant principals in elementary, middle and high schools. During the 2012-13 school year (Year 1 of *REAL*), FWCS will finalize its *System of Support*TM for principals (based on the *System of Support* currently used to make human capital management decisions for teachers), provide training to Area Administrators responsible for monitoring principal effectiveness and adopt the Indiana Principal Effectiveness Rubric as its primary evaluation tool for the process. Implementation of the principal *System of Support* and Principal Rubric will begin during Year 2 of *REAL*:

Summary: Indiana Principal Effectiveness Rubric			
Domain 1: Teacher Effectiveness			
1.1: Human Capital Manager	1.2: Instructional Leadership	1.3: Student Learning Indicators	
Domain 2: Leadership Actions			
2.1: Personal Behavior	2.2: Building Relationships	2.3: Culture of Achievement	
Indiana Principal Effectiveness Levels			
Highly Effective*	Effective*	Improvement Necessary	Ineffective

* Highly Effective and Effective levels eligible for Performance-Based Compensation

FWCS use of both the Indiana Teacher Effectiveness Rubric and the Indiana Principal Effectiveness Rubric during the grant period will ensure educator effectiveness is guided by objective, state-validated tools aligned to state and district school improvement priorities. Results of evaluation activities using the *System of Support*, state rubrics and student performance data (see discussion of rating procedures below) will equip school and district leaders with the data needed to classify educators across four performance levels: 1) *Highly Effective*; 2) *Effective*; 3) *Improvement Necessary*; or 4) *Ineffective*.

<i>REAL</i> Educator Effectiveness Performance Levels	
Highly Effective	<ul style="list-style-type: none"> • Consistently exceeds instructional practice expectations • Consistently exceeds student performance expectations

	<ul style="list-style-type: none"> • Demonstrates excellence across assessment parameters per evaluator observations • Students, in aggregate, exceed state academic growth benchmarks
Effective	<ul style="list-style-type: none"> • Consistently meets instructional practice expectations • Consistently meets student performance expectations • Demonstrates effectiveness across assessment parameters per evaluator observations • Students, in aggregate, achieve state academic growth benchmarks
Improvement Needed	<ul style="list-style-type: none"> • Requires improvement to meet instructional practice expectations • Requires improvement to meet student performance expectations • Demonstrates inadequacies across assessment parameters per evaluator observations • Students, in aggregate, achieve below acceptable state academic growth benchmarks
Ineffective	<ul style="list-style-type: none"> • Fails to meet instructional practice expectations • Fails to meet student performance expectations • Demonstrates failures across assessment parameters per evaluator observations • Students, in aggregate, achieve unacceptable state academic growth benchmarks

(2) Each participating LEA has presented: Fort Wayne Community Schools will link a validated educator effectiveness rubric to a validated student growth model to provide a consistent and objective way to assess educator performance. **(i) *Clear rationale supporting level of student growth achieved in differentiating performance levels.*** At the end of each school year, educators will receive an annual effectiveness rating. The effectiveness rating will be a numerical score that aligns to one of four educator performance levels:

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 points	1.75 points	2.5 points	3.5 points to 4.0

To determine annual educator performance levels, FWCS will implement a formula-based system that combines the results of multiple measures to generate an annual rating score and corresponding performance classification. FWCS will implement specific effectiveness formulas for teachers and principals:

- **Teacher Effectiveness Rating:** Teacher effectiveness ratings will be based on a formula calculation that combines individual scores across four components: Indiana Teacher

Effectiveness Rubric (TER) scores; Indiana Growth Model data (individual student data aggregated at the classroom level); Student Learning Objective scores and Schoolwide Learning Measure scores. Components of the annual teacher effectiveness rating will be prioritized based on the following weighing methodology:

COMPONENTS	Teachers w/ 50% or more Growth Model classes*	Teachers w/ Less Than 50% Growth Model classes	Teachers with 0% Growth Model Classes
Teacher Effectiveness Rubric	50%	60%	75%
Indiana Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
Schoolwide Learning Measure	5%	5%	5%

* Growth Model Classes are Common Core classes taught during high-stakes testing grade levels

- Principal Effectiveness Rating:** Principal effectiveness ratings will be based on a formula calculation that combines individual scores across four components: Indiana Principal Effectiveness Rubric (PER) scores; Indiana Growth Model data (aggregate schoolwide data for each FWCS school); Schoolwide Learning Objective scores and District-wide Learning Measure scores. Components of the annual principal effectiveness rating will be prioritized based on the following weighing methodology:

COMPONENTS	Principals w/ 50% or more Growth Model classes*	Principals w/ Less Than 50% Growth Model classes	Principals with 0% Growth Model Classes
Principal Effectiveness Rubric	50%	60%	75%
Indiana Growth Model Schoolwide Data	35%	20%	N/A
Schoolwide Learning Objectives	10%	15%	20%
District-wide Learning Measure	5%	5%	5%

The weighing system of educator effectiveness evaluation reflects the district’s commitment to fairness, objectivity and accountability. FWCS, through implementation of *REAL*, seeks to

nurture a culture of equity in educator evaluation. To mitigate educator and union concerns that observational evaluation systems could lead to bias in human capital management decisions and performance-based compensation allocations, FWCS proposes a multi-tiered ratings system that includes both observational analysis of educator performance and objective student data gleaned from state-administered, standardized assessment exams. The weighing system reflects an equal distribution across educator-centric inputs and student-centric inputs to create a balanced system that promotes educator growth based analysis of individual needs and accountability by linking educator effectiveness to student performance. The inclusion of student performance metrics promotes teacher accountability for individual student results and principal accountability for school-wide results while reducing educator / union concerns that evaluator bias will determine both educator effectiveness ratings and ultimately, educator compensation.

(ii) Evidence supporting choice of student growth models, rigor, comparability of assessments.

After considering multiple mechanisms for weighing student performance in evaluation systems, FWCS selected three student performance indicators to help determine annual educator ratings:

- **Indiana Growth Model (Teacher and Principal Effectiveness Measure):** The Indiana Growth Model measures improvement as well as proficiency and ensures that educators can maintain a constant focus on results for all students rather than measuring achievement based solely on a pass / fail system. The Indiana Growth Model (IGM) – a value-added model based on academic research confirming the need to adjust student performance measures to reflect individual growth / improvement as well as attainment of preset pass / fail benchmarks (Schlegel, 2011; Bennett, 2010) – uses a statistical model to calculate student progress / growth on state assessments. IGM displays student, school and district results linked to a numerical rating system: **High Growth** (66th to 99th percentile); **Typical Growth** (35th to 65th percentile); and **Low Growth** (1st to 34th percentile). Numerical assessment of student growth in an individual and aggregated format allows FWCS to insert student growth data into an educator effectiveness formula and calculate overall ratings based on evaluations using rubrics in combination with student indicators. Thus, the Indiana Growth Model allows

school and district leaders to translate ISTEP+ scores (standardized state content assessments) and educator effectiveness rubric scores into educator effectiveness ratings aligned to the four educator performance levels – *Highly Effective, Effective, Improvement Needed, Ineffective*.

- **Student Learning Objectives (Teacher Effectiveness Measure):** During the beginning stages of each annual teacher evaluation cycle, principals will meet with each classroom teacher to articulate annual Student Learning Objectives (SLO) utilizing a standardized format embedded in the Teacher Effectiveness Rubric. Student Learning Objectives are academic growth measures for non-Growth Model classes (courses not considered Common Core subjects and all classes taught outside of high-stakes Growth Model testing grade levels) based on previous individual student achievement data. While Student Learning Objectives will vary from classroom to classroom and vary from year to year of the project, the standardized format aligned to rubric measures allows principals to monitor achievement of SLO with consistency and objectivity. Inclusion of the Student Learning Objectives component in the teacher evaluation methodology facilitates assessment of all instructional experiences provided to students, increases teacher commitment to the process by promoting teacher input and sustains a dialogue between teachers / principals focused on instructional improvement. The SLO measure reflects research findings that confirm teacher participation in performance evaluation protocols increases teacher commitment to educator evaluation systems and reduces skepticism related to the validity and objectivity of the process (Hill, Charalambous & Kraft, 2012; Shakman, Riordan, Sanchez, Cook, Fournier and Brett, 2012).
- **Schoolwide Learning Measures (Teacher Effectiveness Measure):** The *REAL* teacher evaluation system links observational analysis of performance, student growth data and achievement of teacher-developed classroom objectives to overall school performance and school achievement of critical School Improvement Plan learning objectives. Utilizing a consistent strategy to measure teacher compliance with Schoolwide Learning Objectives articulated in individual School Improvement Plans, principals evaluate individual teacher contribution to schoolwide achievement of annual Adequate Yearly Progress benchmarks. By

linking individual teacher effectiveness ratings to broad school performance data, FWCS seeks to sustain a collaborative / cooperative approach to education that promotes individual teacher growth while encouraging collective responsibility for both successes and failures.

- **District-wide Learning Measures (Principal Effectiveness Measure):** The *REAL* principal evaluation system links observational analysis of individual performance and school growth data to overall achievement of district objectives. This strategy ensures that academic leaders do not operate in isolation from broad district goals and improvement strategies and are held accountable for their efforts to promote overall school success that adheres to the vision and school improvement strategies of Fort Wayne Community Schools.

The inclusion of multiple performance metrics in the effectiveness formula promotes comparative analysis of results across district schools. All measures are objective and reflect a balanced mix of student-centric indicators linked to academic achievement / growth and observational assessment of teacher performance. Use of state-administered assessments and state-validated rubrics increases consistency of measures, allows district administrators to compare results across schools serving similar grade levels and reduces bias by ensuring all schools and educators are evaluated in comparison to the same performance parameters. Use of state-validated models also allows FWCS to invest in strategies promoted by the state and strategies that may be required by the state in coming years, thus giving FWCS a jumpstart toward attaining future compliance with Indiana Department of Education mandates.

(3) High quality plan for multiple teacher and principal observations. *REAL* provides Fort Wayne Community Schools with a framework to launch and sustain educator evaluation systems that guide human capital management decisions and inform performance-based compensation allocations. **High-Quality Evaluation Plan:** The educator evaluation protocol for both teachers and principals follow the district *System of Support* framework that provides a multi-step process for completing annual evaluations. The *System of Support* was originally developed by FWCS in collaboration with the Indiana Department of Education to guide principals as they conduct teacher evaluations in Fort Wayne schools. After testing the protocol and refining its procedures

during the 2010-11 school year, FWCS adapted it to create a *Principal System of Support* during the 2011-12 school year. Testing the principal protocol will occur during Year 1 of the grant while FWCS simultaneously commences full implementation of the *Teacher Support System* aligned to multiple evaluation tools and linked to district distribution of performance-based compensation to teachers. After Year 1 testing and refinement of the *Principal Support System*, the district will launch full implementation of the principal evaluation system linked to performance-based compensation during Year 2 of the project. **Observation Frequency and Qualifications of Effectiveness Evaluators:** The FWCS *System of Support* for both teachers and principals outlines a year-long evaluation process that includes multiple observation strategies of varying degrees of intensity. Teacher Observations – Using the innovative *eWalk* software package and mobile tablet devices (iPads), school principals will conduct daily, monthly and quarterly classroom observations that range from five-minute “Daily Snapshots” to quarterly “Half-Day Instructional Observations.” Principals will use the Indiana Teacher Effectiveness Rubric tool (integrated into the *eWalk* software system) to measure teacher performance across numerous parameters, provide instant feedback via wireless transfer of observational reports and analyze results during monthly teacher conferences. Conferences allow principals and teachers to discuss strengths and weaknesses across performance metrics and ensure classroom teachers receive the professional development, coaching and support needed to achieve *Highly Effective / Effective* performance levels. All school principals and assistant principals have received training to implement the *eWalk* evaluation recording / reporting software and utilize with fidelity and accuracy the Indiana Teacher Effectiveness Rubric. *REAL* Principal Coaches (see page 48 and Job Description in Appendix) will monitor teacher evaluation and provide modeling / training to promote consistent and objective use of tools across classrooms, grade levels and schools. Principal Observations – Using the innovative *eWalk* software package and mobile tablet devices (iPads), Area Administrators (Elementary, Middle and High School) will conduct weekly, monthly and quarterly school observations that range from hour-long “School Snapshots” to quarterly “Full-Day Operational Observations”. Area Administrators will use the Indiana

Principal Effectiveness Rubric tool (integrated into the *eWalk* software system) to measure principal and assistant principal performance across numerous parameters, provide instant feedback via wireless transfer of observational reports and analyze results during monthly school leadership conferences with building administrative teams. Conferences allow Area Administrators and principals to discuss strengths and weaknesses across performance metrics, monitor schoolwide performance statistics in comparison to annual growth benchmarks / district-wide objectives and ensure principals / assistant principals receive the professional development, coaching and support needed to achieve *Highly Effective / Effective* performance levels. All Area Administrators will complete training to implement the *eWalk* evaluation recording / reporting software and utilize with fidelity and accuracy the Indiana Principal Effectiveness Rubric during the first quarter of Year 1. *REAL* Principal Coaches will collaborate with Area Administrators to monitor the effectiveness of the principal evaluation process during Year 1 testing and provide feedback to district leaders to promote improvement of procedures prior to full implementation linked to performance-based compensation during Year 2 of the project. **Evaluation Process Monitoring:** FWCS district administrators and *REAL* Principal Coaches will conduct an educator evaluation oversight process that includes random observations of both principals conducting teacher evaluations and Area Administrators conducting principal evaluations to monitor fidelity to the *System of Support* framework and effective use of *eWalk* and Rubric tools. Evaluation process monitoring will prevent instances of observational bias and increase rigor of the process by holding principals and Area Administrators accountable for complete implementation of educator effectiveness evaluation strategies. Oversight will also allow district leaders and *REAL* Principal Coaches to recognize flaws in the educator evaluation system and solicit feedback from educators to promote continuous improvement of the process.

(4) *Experience measuring growth at classroom level and has already implemented components of proposed educator evaluation systems.* Fort Wayne Community Schools is committed to adopting a Human Capital Management System based on rigorous evaluation of educator effectiveness. *REAL* is the culmination of a multi-year process of soliciting educator input,

collaborating with union leaders, developing evaluation strategies, piloting strategies, refining strategies and scaling up strategies from pilot locations to district-wide implementation. FWCS piloted the *Teacher System of Support* framework (see *Human Capital Management System* section of narrative) and Indiana Teacher Effectiveness Rubric during the 2011-12 school year and utilized Indiana Growth Model / Student Learning Objectives / Schoolwide Learning Objectives student growth data to fully implement the effectiveness formula and generate teacher performance ratings. The test run allowed principals and teachers to develop confidence in the objectivity and consistency of the model and gain confidence that use of the model to guide the distribution of performance-based compensation allocations will be both fair and transparent. FWCS also developed the *Principal System of Support* framework linked to the Indiana Principal Effectiveness Rubric during the 2011-12 school year to expand district integration of evaluation-based human capital management. During Year 1 of the project FWCS will fully implement teacher effectiveness evaluation and distribute performance-based compensation while testing the principal effectiveness model prior to full implementation in Year 2 of *REAL*. The district's experience developing, testing, refining and adopting educator evaluation systems linked to student academic outcomes increases district ability to successfully launch and sustain *REAL*.

(5) In case of teacher evaluations, proposed evaluation systems – Fort Wayne Community Schools will implement teacher evaluation systems that couple observational analysis of teacher performance with student growth measures to generate annual effectiveness ratings.

(i) base overall rating in significant part on student growth. As discussed in Selection Criteria B, subsection 2 of the *REAL* narrative, FWCS will use a defined teacher evaluation formula that places weighted emphasis on four measures to assign teachers annual effectiveness ratings. The four metrics making up the evaluation formula include one observational assessment indicator and three student growth indicators. Building principals will use the Indiana Teacher Effectiveness Rubric to evaluate teacher performance based on the progress monitoring steps outlined in the *Teacher System of Support* – results of the rubric process will make up 50% of each individual teacher's effectiveness score. Principals will also monitor three student-centric

indicators that track academic growth on state-administered assessments and student achievement standards in relation to articulated classroom learning objectives and schoolwide improvement benchmarks – results of student performance indicators will make up the remaining 50% of the each individual teacher’s effectiveness score. FWCS proposes a balanced approach to teacher evaluation systems that places equal value on instructional performance and student growth data.

(ii) *evaluates practice of teachers in meeting needs of special student populations.* *REAL* is part of an ongoing effort initiated by Fort Wayne Community Schools in 2008 to adopt a district-wide educator effectiveness-based Human Capital Management System that reaches all instructional faculty serving all students enrolled in Fort Wayne schools. During Year 1 of *REAL*, FWCS will launch evaluation systems for classroom teachers across all grade levels, K – 12, Special Education teachers and teachers working with English Language Learners. Simultaneously, a FWCS Task Force will modify the Indiana Teacher Effectiveness Rubric for use in the evaluation of school counselors and non-Growth Model classes (Art, Music, Physical Education, etc.). District administrators anticipate testing modified rubrics during Year 2 of *REAL* and initiating full implementation of evaluation protocols across all instructional faculty by Year 3 (2014-15 school year) of the proposed grant project. By the end of *REAL*, FWCS will sustain an established educator evaluation system that assesses the quality of all instructional faculty using a combination of observational performance data and student achievement data to ensure high-needs schools have access to *Highly Effective* and *Effective* teachers for all learners.

(6) In case of principal evaluations, proposed evaluation systems – Fort Wayne Community Schools will implement principal evaluation systems that couple observational analysis of principal / assistant principal performance with student growth measures to generate annual effectiveness ratings for elementary, middle and high school administrators.

(i) *base overall rating in significant part on student growth.* As discussed in Selection Criteria B, subsection 2 of the *REAL* narrative, FWCS will use a defined principal evaluation formula that places weighted emphasis on four measures to assign principals / assistant principals annual effectiveness ratings. The four metrics making up the evaluation formula include one

observational assessment indicator and three school / student growth indicators. Area Administrators will use the Indiana Principal Effectiveness Rubric to evaluate performance based on the progress monitoring steps outlined in the *Principal System of Support* – results of the rubric process will make up 50% of each individual principal's effectiveness score. Area Administrators will also monitor three school / student-centric indicators that track academic growth on state-administered assessments and student achievement standards in relation to state-assigned Adequate Yearly Progress benchmarks – results of school / student performance indicators will make up the remaining 50% of the each individual principal's effectiveness score. FWCS proposes a balanced approach to principal evaluation systems that places equal value on instructional performance data and student growth data.

(ii) Evaluates a principal's practice in – The FWCS *Principal System of Support* (see *Human Capital Management* section of narrative) is the framework facilitating evaluation of principals and assistant principals in all Fort Wayne schools. The evaluation system and Indiana Principal Effectiveness Rubric will assess performance across multiple leadership competencies.

(A) Focus every teacher and general school community on student growth. *REAL* will promote the development of effective principals / assistant principals who not only manage daily operation of FWCS schools but also serve as instructional leaders that champion student, family, teacher, school and community commitment to academic excellence and growth. To determine if support systems promote the development of academic leaders, *REAL* will evaluate principals and assistant principals using tools that emphasize principal role in creating and sustaining cultures of achievement (Principal Rubric Domain 2, Indicator 2.3) and promoting instructional improvement based on student achievement results (Principal Rubric Domain 1, Indicator 1.2). FWCS will support principals and assistant principals in their efforts to refocus education and learning on student growth by offering extensive professional development throughout the duration of *REAL*. Targeted professional development will equip principals and assistant principals with the skills to increase support for academic programs and promote a school culture of high expectations for all learners (see *Professional Development* section of narrative).

(B) *Establishing collaborative school culture focused on continuous improvement.* Proposed *REAL* principal evaluation systems are primarily focused on creating learning environments that value student achievement and promote continuous academic improvement in high-needs schools. FWCS recognizes the critical need to evaluate principal ability to lead high-needs schools facing the constant challenge of promoting continuous growth. Area Administrators will implement the *Principal Support System* progress monitoring protocol and evaluate individual performance using the Principal Effectiveness Rubric to assess ability to increase school community commitment to academic improvement. Each Domain of the rubric includes parameters dedicated to measuring academic leadership competencies directly linked to academic improvement, such as promoting teacher mastery of instructional competencies and making human capital management decisions that reflect teacher evaluation results. Rubric indicators also evaluate principal ability to increase student, parent and community commitment to academic learning / growth by measuring principal ability to communicate with school stakeholders, build relationships and promote high expectations for both faculty and students / families. Combined with schoolwide Growth Model data and progress toward achieving AYP benchmarks, FWCS will implement evaluation systems that measure the ability of academic leaders to create/sustain school communities that value education/student achievement above all.

(C) *Supporting the academic needs of special populations.* Fort Wayne Community Schools is a diverse district serving students and families with unique needs that both add to the richness of the FWCS education experience while challenging educators to ensure rigorous learning programs serve all students. The *Principal System of Support* includes specific parameters within its monitoring structure targeted to assess principal and assistant principal ability to connect students from special populations – students with disabilities, English language learners, etc. – with services adapted to address their unique needs. Principals will evaluate the effectiveness of Special Education teachers and teachers specializing in educating English language learners while Area Administrators monitor principal effectiveness in engaging special populations across all aspects of the education experience and ability to create inclusive learning environments that treat

diversity as an asset to the school community. Further, the Principal Effectiveness Rubric includes assessment metrics that evaluate ability to serve as human capital managers, fill instructional leadership roles and create a culture of high achievement for all students across all student demographic and special population subgroups without exception.

(C) PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT NEEDS OF TEACHERS/PRINCIPALS IDENTIFIED THROUGH EVALUATION PROCESS.

Current District Initiatives: FWCS has invested significant energy and resources into ongoing professional development for both teachers and administrators. Early efforts to initiate and sustain human capital management and performance-based compensation systems included:

- Balanced Scorecard: FWCS central leadership/school principals completed training provided by Broad Foundation to implement an outcomes-driven evaluation–based on successful Fortune 500 business analysis models–to identify strengths/weaknesses in education services.
- Teacher Effectiveness Evaluation: Central district administrators / school principals completed training offered by Indiana Department of Education experts to implement, with fidelity, the state-validated Indiana Teacher Effectiveness Rubric.
- Instructional Improvement: Teachers in eleven LEAD schools completed diverse professional development offered by Learning Forward to promote expanded use of best practices and research-based instructional strategies in highest-needs schools.

REAL Project Strategies: Implementation of *REAL* will expand district-funded professional development completed during the 2009-12 school years by providing specialized options for high performing teachers seeking to fill leadership roles and low performing teachers in need of improvement to meet *Highly Effective* and *Effective* standards. *REAL* will also expand district educator evaluation strategies to include the ongoing assessment and classification of administrators. Based on the FWCS *System of Support* strategy, multiple and diverse professional development will be made available to principals and central district administrators to support implementation of the Principal Effectiveness Rubric and proposed administrator improvement efforts (Principal Coaching, Academic Leadership Internship, etc.).

(1) Use disaggregated data to identify professional development needs. FWCS will collect and utilize three types of data to inform the ongoing process of identifying relevant professional development opportunities and connecting educators to appropriate opportunities: 1) Educator Effectiveness Data; 2) Student Performance Data and 3) *REAL* Evaluation Data.

- **Educator Effectiveness Data:** FWCS will continue trial implementation of the Indiana Teacher Effectiveness Rubric and launch implementation of the Indiana Principal Effectiveness Rubric. Teacher effectiveness data generated by a multi-step assessment process managed by school principals will be used to assign teachers to relevant professional development. Principal effectiveness data will provide central administration leaders information needed to connect school building principals with training opportunities designed to strengthen individual leadership weaknesses and / or build academic leadership capacity for high-performing administrators. Both teacher and administrator evaluation rubrics assess educators across specific parameters related to instructional competencies, leadership qualities and behavior management skills. Individual weaknesses identified by observational analysis of performance guided by the FWCS *System of Support* and rubric indicators will ensure that the diverse needs of each individual are determining factors guiding school and district professional development options. Individuals classified as *Needs Improvement* or *Ineffective* will receive priority placement in limited capacity training events.
- **Student Performance Data:** Student academic performance on state-administered assessment exams (ISTEP+) is one of the two criteria utilized to determine teacher effectiveness ratings. Performance results are critical indicators of teacher success and failure rates in common core subjects will guide school/district leaders as they prioritize professional development expenses across academic subjects, pedagogy topics and leadership strategies.
- **REAL Evaluation Data:** FWCS will contract with an independent evaluation firm to conduct a thorough assessment of all project services (see *Project Management* section). Grant managers and evaluators will use *REAL* evaluation data to determine the success of individual services as well as the overall impact of broader reform strategies. Evaluation data

will help FWCS monitor individual educator, whole school and district-wide progress and prioritize use of limited funds on professional development strategies that best meet needs and promote greatest growth toward goals/objectives/annual benchmarks of project.

(2) *Provide professional development in a timely way.* *REAL* includes extensive professional development opportunities targeted to meet the needs of educators across all grade levels, K – 12. Professional development for teachers and administrators will begin during Year 1 of the project and continue beyond the grant period. Because FWCS has been implementing the teacher evaluation rubric for two years at LEAD schools and for one year at remaining high-needs schools, targeted professional development in both content and pedagogy for teachers rated *Needs Improvement* and *Ineffective* will occur during the 2012-13 school year. Training for educators selected to serve as Master Teachers and Mentor Teachers will commence upon Year 1 assessment of teacher effectiveness following the 2012-13 school year (eligibility based on minimum of two consecutive years of *Highly Effective* / *Effective* rating). Administrator training will begin during Year 1 with the training of district administrators and *REAL* Principal Coaches to objectively and consistently utilize the Indiana Principal Effectiveness Rubric across all eligible FWCS schools. Based on results of initial principal effectiveness ratings (beginning 2013-14 school year), administrators will be assigned to diverse content and leadership training opportunities. Implementation of the two-year Academic Leadership Internship program (see below) will begin during Year 1 of the grant as a significant expansion of the current one-year administrator internship initiative. The Project Director and Advisory Board (see *Project Management* section) will closely monitor participant feedback and evaluation data to adjust professional development content and timeline of training activities to best meet changing needs. School leaders and teachers will be given ongoing opportunities to participate in the *REAL* planning process and guide the content, duration, timing and selection of vendors and experts.

(3) *Provide job-embedded opportunities for educators.* *REAL* professional development strategies include both out-of-classroom training and job-embedded opportunities to learn from Master Teachers, Mentor Teachers and Principal Coaches during real-world application of

theoretical concepts and best practices. Job-embedded opportunities include Principal Coaching, Leadership Internship, Master Teacher Coaching and Mentor Teacher Support.

- **Principal Coaching:** FWCS will hire a team of outstanding Principal Coaches to help current school principals in 48 Fort Wayne schools enhance leadership skills vital to overall school improvement. Coaches will work with principals and assistant principals across all education levels – elementary, middle and high school – to promote best practices in school climate, student achievement, human capital, teacher evaluation and operations management. Principal Coaching will target administrators deemed *Improvement Needed* or *Ineffective*.
- **Leadership Internship:** FWCS currently offers a one-year administrator internship program for six aspiring principals selected from eligible assistant principals who possess appropriate administrative certificates to meet state-mandated principal qualifications. *REAL* will revitalize the stagnant program, which struggles to attract top-level talent given inadequate funding to pay competitive salaries, by increasing the length of commitment from one year to two years, offering attractive compensation package to participants and expanding the program to serve ten high-quality assistant principals who maintain a *Highly Effective* rating for a minimum of two consecutive years. During the two-year program, Interns will shadow highest-rated school principals and receive specialized skills development from Principal Coaches focusing on four primary areas of school leadership: academic leadership, school climate leadership, school budgeting and business leadership and staff / faculty management leadership (half-year course of study per focus area). Upon completion of the job-embedded training program, Leadership Interns will be prepared to fill FWCS principal vacancies in high-needs, priority schools, thereby ensuring the district has a steady stream of top talent.
- **Master Teacher Coaching:** Principals at each eligible FWCS school will recruit a team of Master Teachers comprised of specialists from each common core subject (ELA, Math, Science, Social Studies). Teachers will be recruited by school leaders or subjected to an application process drawing from a pool of senior classroom teachers with a minimum of five years instructional experience and a rating of *Highly Effective* for a minimum of two

consecutive years. Selected Master Teachers will become instructional leaders who collaborate with district curriculum specialists to ensure full compliance with common core requirements across all grade levels and provide classroom embedded coaching / modeling of best practices. In addition to classroom coaching, modeling and curriculum development, Master Teachers will organize and lead *REAL Teacher Forums* at each school and will receive specialized training to ensure selected individuals utilize research-based coaching strategies in FWCS classrooms; those who fail to sustain *Highly Effective* status will be replaced by educators who meet minimum eligibility criteria (MT's will be best-of-the-best).

- **Mentor Teacher Support:** Implementation of *REAL* will provide support for teachers who receive *Needs Improvement* and *Ineffective* ratings and first-year teachers entering the workforce upon degree completion from an accredited teacher certification program. School principals will recruit classroom teachers who maintain a minimum of two consecutive years of *Highly Effective* or *Effective* performance ratings and possess a minimum of three years classroom instructional experience. Mentor teachers will support low-performing peers by offering opportunities to engage in team teaching exercises, modeling instructional strategies and classroom management strategies during full-day observation sessions and linking peers with both instructional enrichment materials / learning tools and online, self-paced professional development programs. Mentor Teachers paired with first-year (new) teachers will offer the same support strategies used with low-performing peers while augmenting efforts by helping new teachers understand the FWCS *System of Support* and guiding new teachers through the district-wide teacher effectiveness evaluation / performance-based compensation system. Mentor Teachers will receive specialized training to acquire research-based skills and strategies proven to improve peer support and professional mentoring initiatives. Mentor Teachers who fail to maintain minimum eligibility criteria will be replaced (low-performing/new teachers will learn from outstanding peers with track record of success).

(4) *Likely to improve instructional / leadership practices & guided by needs of educators.* A primary need identified by the *TIF Task Force* during the district-wide needs assessment was the

need to offer targeted and diverse professional development opportunities for both teachers and administrators to improve instructional quality and enhance academic leadership. After analysis of district-wide needs and after extensive research of validated professional development programs aligned to needs, the *Task Force* identified shared professional development gaps common to all FWCS schools. Implementation of *REAL* professional development strategies will reflect the district-wide adoption of the FWCS *Pyramid for Success* training model that allocates training resources across three tiers of need (see page 12). The following chart outlines critical topics, content / pedagogy experts and targeted audiences for baseline professional development programs. Each school will also be given sufficient autonomy to pursue training designed to fill gaps and weaknesses unique to individual Fort Wayne schools/education levels:

REAL Professional Development: Audiences, Content, Providers	
All Teachers	
The Leadership & Learning Center	• Common Core Standards and Grade Level Benchmarks
Teachers rated <i>Needs Improvement and Ineffective</i>	
Ball State University	• Teacher Effectiveness <i>Just in Time</i> Modules
Master and Mentor Teachers	
The New Teacher Project	• Highly Effective Teaching for Student Success
School Principals	
Learning Forward (Kay Psencik)	• The Coaches Craft: Powerful Practices to Support Leaders
Central Office Leadership	
Corwin	• Pyramid of Success for Leadership Training

(D) INVOLVEMENT OF EDUCATORS.

Fort Wayne Community Schools embarked on a multi-year reform effort to turnaround failing, high-needs schools and promote systemic improvement yielding positive student outcomes commencing with the adoption of the *Balanced Scorecard* progress monitoring strategy in 2008. The ongoing reform effort, culminating in the submission of *REAL*, was and continues to be a collaborative effort that moved forward deliberately with substantial input and involvement of educators across all Fort Wayne Community Schools, grade levels and professional roles.

(1)Evidence of educator involvement extensive, will continue. Educator involvement in the reform initiatives leading up to and including the design of *REAL* includes: 1) Collaborative Planning; 2) Needs Assessment; 3) Professional Development and 4) Pilot Projects.

- **Collaborative Planning:** *REAL* was designed by a *TIF Task Force* comprised of educators representing all professional levels – district administrators, district curriculum specialists, school principals, assistant principals, classroom teachers from common core subjects, teachers from non-core subject areas and teachers working with special populations (Special Education, ELL, Counselors, etc). Collaborative assessment of needs and collaborative design of reform strategies focusing on validated practices promoted widespread educator buy-in and support of human capital management, educator evaluation, performance-based compensation and professional development initiatives. Collaborative planning and design of *REAL* increases the likelihood that educators will adopt and integrate into daily practice the proposed strategies of the project and also ensured that diverse perspectives were considered during the design and application process. Influence of diverse perspectives enhanced the *REAL* planning process by challenging the *TIF Task Force* to consider problems and potential solutions from multiple angles, to find common ground and to look for innovative approaches to human capital management issues.
- **Needs Assessment:** FWCS coordinated the implementation of the *Balanced Scorecard* approach to needs assessment by utilizing innovative private sector accountability models to assess the strengths and weaknesses of district and school programs. The *Balanced Scorecard* provided academic leaders (district and school administrators) with a quality control tool that generated reliable results. Using the *Balanced Scorecard*, FWCS managed a district-wide needs assessment of all school facilities to pinpoint weaknesses in education programs and identify common needs across all schools. Each school principal received training to implement the *Scorecard* so that the assessment process could be school-based rather than district-based. Principals successfully evaluated all schools and continue to use the *Scorecard* as a primary needs assessment tool. Since 2008, both the district and each

individual school has utilized the *Scorecard* to identify instructional needs, facility needs, professional development needs, school operations needs and student and family learning needs. 2008 results catalyzed design and implementation of the LEAD School Pilot Project and recent results played a significant role in shaping the components of *REAL*.

- Professional Development:** Upon completion of the 2008 *Balanced Scorecard* assessment, ALL FWCS instructional and academic leadership faculty / staff have completed professional development needed to launch and sustain effectiveness-based human capital management systems, educator evaluation systems and performance-based compensation systems. Professional development providing expertise to implement *REAL* included:

<i>REAL</i> Pre-Application Professional Development	
All Teachers / Principals	• Hope Foundation <i>Courageous Leadership Academy</i>
All Teachers / Principals	• National Staff Development Council <i>Learning Forward</i>
All Principals / Central Office Staff	• Dr. Ardys Morgan <i>Leading for Results</i>
All Teachers / Principals	• The New Teacher Project <i>Student Learning Objectives</i>
All Teachers / Principals	• Indiana Department of Education <i>Effectiveness Rubric</i>

- Pilot Projects:** District and school needs assessments, collaborative planning and shared professional development engaged all educators in multiple facets of the FWCS human capital management reform effort. These efforts led to implementation of two pilot projects to test the efficacy of effectiveness-based human capital management, educator evaluation systems and performance-based compensation. LEAD Schools: During 2009-10 and 2010-11 school years, FWCS tested reform strategies in eleven failing, high-needs schools at-risk of state takeover. FWCS implemented effectiveness-based human capital and educator evaluation systems and engaged teachers and principals in extensive professional development. Turnaround strategies led to growth in student achievement scores and led to the development of the *RISE* Pilot Project. RISE Pilot: During the 2011-12 school year, FWCS applied for and was awarded an Indiana Department of Education grant to launch a performance-based compensation system in LEAD Schools based on teacher effectiveness

evaluations using the FWCS *Teacher System of Support* and the Indiana Teacher Effectiveness Rubric. Implementation of *RISE* is ongoing but early evaluation data suggests widespread principal, teacher and union support for performance-based compensation.

Extensive pre-application efforts to develop, refine and sustain fair, objective and rigorous human capital management systems, educator evaluation systems and performance-based compensation is evidence of widespread and extensive educator involvement in the design of *REAL*. Upon receiving federal *TIF* funds, educators across all schools will continue to fill vital roles the implementation, evaluation and improvement of FWCS reform initiatives.

(2) Educators support the elements of proposed PBCS / educator evaluation systems described.

While educator involvement in all aspects of lead-up efforts and *REAL* planning was a priority to district administrators, FWCS also wanted to promote programs that were boosted by widespread educator support. During the planning and design stages of *REAL*, the *TIF Task Force* and FWCS administrators coordinated a district-wide educator survey to solicit feedback pertaining to human capital management, educator evaluation and performance-based compensation. In April 2012, FWCS contracted with K12 Insight, an independent research and communication firm, to survey, collect and tabulate anonymous responses to an Educator Evaluation Survey from teachers and principals throughout the district. The purpose of the survey was to help the district improve its *System of Support*, ensuring that the evaluation system is fair, objective and supportive of all staff. Survey results were disseminated to faculty and staff. Key highlights:

- **Response Rate:** The Educator Evaluation Survey was distributed to 1,966 teachers and principals, grades K – 12. The FWCS response rate was 75.9% (1,492 respondents). K12 Insight notes that average response rates for professional surveys fall between 50% and 60% of sample size. The high FWCS response rate indicates high educator engagement in the *REAL* planning effort and allowed researchers to make statistical generalizations.
- **Human Capital Management Support:** 82% of FWCS educators expressed moderate or strong support for district efforts to launch and sustain an effectiveness-based human capital management system. 84% expressed moderate or strong support for the *System of Support*.

- **Educator Evaluation Support:** 73% of FWCS educators expressed moderate or strong support for district efforts to launch and sustain an educator evaluation system based on validated educator evaluation models. 72% of FWCS educators expressed moderate or strong support for the Indiana Teacher or Principal Effectiveness Rubric.
- **Performance-Based Compensation Support:** 59% of FWCS educators expressed moderate or strong support for district efforts to launch and sustain a performance-based compensation system linked to educator evaluation systems.

In addition to expressing support for the broad concepts embedded in the *REAL* initiative, educators expressed positive feedback regarding individual components of the *System of Support's* human capital management system piloted by FWCS during the 2011-12 school year:

- 98% were very or somewhat familiar with the *System of Support* framework;
- 93% of teachers stated that they understand the criteria for their evaluations;
- 81% say their supervisor applies the criteria for evaluation in a consistent manner;
- 78% say feedback they received from evaluators was an accurate reflection of their teaching;
- 64% stated the evaluator feedback helped them to be more effective in the classroom;
- 54% say the feedback has changed the way they teach or manage their classrooms; and
- 42% say the feedback has led to improvement in student achievement; and

FWCS is committed to creating and sustaining a collaborative education environment that encourages educator participation in critical school and district management decisions. FWCS also seeks to implement reforms that promise to improve education services for students and families while simultaneously supporting educators as they pursue continuous improvement in instruction and practice. FWCS administrators have worked tirelessly to gain the support of educators across all levels of school instruction and administration and are proud to include Fort Wayne Education Association (primary teacher union representing instructional faculty) as a key ally in ongoing reform efforts focused on improving human capital management, educator evaluation and performance-based compensation systems (see *Appendix* for Letters of Support).

(E) PROJECT MANAGEMENT.

Fort Wayne Community Schools will coordinate a strong management plan to ensure efficient and timely expenditure of funds and thorough implementation of all project services. *REAL* will be guided by a dedicated leadership team with meaningful supervision from central district administrators and oversight from an Advisory Board.

(1) Roles and responsibilities of key personnel. Management of the project will be a collaborative effort, guided by the following key personnel: **1) REAL Advisory Board (Quarterly Meetings):** A collaborative Advisory Board – comprised of the district Superintendent, instructional leaders, area administrators, teacher representatives, human resources managers and union leaders – will provide ongoing implementation and management guidance to the *REAL* Project Director. The Advisory Board will meet quarterly to monitor implementation progress, review expenditures and assess evaluation results to determine progress toward outcomes. The Advisory Board will ensure consistent and objective use of teacher and administrator effectiveness rubrics, equitable distribution of performance-based compensation and thorough integration of a comprehensive human capital management system based on teacher and administrator effectiveness. The Advisory Board will identify opportunities for professional development, partnerships and launch a multi-step sustainability plan to promote long-term, systemic changes that support the project beyond the grant period. **2) Project Director (1.0 FTE):** Fort Wayne Community Schools will hire a full-time employee to serve as Project Director of *REAL*. The Project Director will: serve as the primary grant administrator and will be charged with successful completion of all elements of the grant management plan; oversee delivery of services, monitor expenditures, review data and outcomes to inform decision-making, chair the *REAL* Advisory Board and facilitate linkages between schools; develop strong working relationships with FWCS personnel and school administrators, faculty and staff to ensure collaboration; and coordinate evaluation activities with an external evaluation firm to assess impact of project elements on stakeholders (see *Evaluation* section). The Project Director will report to Dr. Wendy Robinson, Superintendent of Fort Wayne Community Schools or her designee. Laura Cain, Program Manager of the *Balanced Scorecard*, will serve as Interim Project

Director. **3) Principal Coaches (4.0 FTEs):** FWCS will hire four Principal Coaches to help current school principals and assistant principals adopt new leadership strategies and school management protocols introduced during professional development activities. Coaches will observe administrator practices and administrator implementation of the Indiana Teacher Effectiveness Rubric to identify opportunities for both individual growth and systemic improvement. Principal Coaches will oversee a *REAL Administrator Forum* to promote peer education and sharing of best practices across all participating schools. **4) Leadership Interns (10.0 FTEs):** FWCS will recruit outstanding candidates to participate in a two-year Academic Leadership Internship program designed to nurture the development of top-quality administrators prepared to fill school and district administrative positions. Internal and external candidates will possess administrative certificates and licensures necessary to qualify for school principal position (internal candidates must maintain *Highly Effective* rating for a minimum of two consecutive years) with a cumulative graduate school grade point average of 3.5 or above. During the program, Interns will be placed in priority schools to supplement academic leadership capacity at highest-needs locations while transitioning through four stages of leadership development (academic, school climate, budgeting and business and staff / faculty management).

5) Master Teachers (4 per school – stipend position): *REAL* will improve school instructional capacity by hiring a team of Master Teachers at each school. Based on a rigorous selection process linked to the results of teacher evaluation efforts, FWCS will identify a Master Teacher from each of the four common core subjects (ELA, Math, Science, Social Studies) at each school. Master Teachers will attain a minimum of two consecutive years of a *Highly Effective* rating before becoming eligible for Master Teacher assignments. Master Teacher duties will include instructional coaching, modeling, team teaching, curriculum development, curriculum enrichment and facilitation of monthly *REAL Teacher Forums* at each participating school. **6) Mentor Teachers (7 per school – stipend position):** A team of Mentor Teachers at each school will support two groups of FWCS educators: 1) Low Performing Teachers and 2) New Teachers. All Mentor Teachers will attain a *Highly Effective* or *Effective* rating for two consecutive years and

complete specialized professional development to ensure consistent use of research-based mentoring / coaching strategies. Low Performing Teacher Mentors – FWCS will assign teachers who receive a rating of *Needs Improvement* or *Ineffective* with a Mentor Teacher who will share best practices, model effective teaching strategies, review and advise during development of lesson plans and connect low-performing teachers with vital professional development and classroom resources to improve overall teacher performance. New Teacher Mentors – FWCS will assign all first-year teachers in Fort Wayne schools with a Mentor Teacher who will familiarize them with the district-wide teacher evaluation system / performance-based compensation system, guide new teachers as they explore and master the district-adopted common core curriculum and provide coaching / modeling of best practices. **7) Principal Investigator:** FWCS will contract with an external evaluation team to implement an effective evaluation plan, collect and analyze outcome data, assess performance measures and GPRA indicators, prepare required reports and provide ongoing feedback to promote project improvement. The PI will meet monthly with the PD via local site visits and conference calls, complete all necessary reporting and share findings with FWCS personnel, participating schools, the Board of Education and community partners to fully inform stakeholders of project results.

(2) Allocates sufficient human resources to complete project. Effective grant management will include well-defined procedures and personnel to accomplish the goals and objectives of *REAL*:

(1) Initiate Grant – FWCS will hire staff and host briefing with schools to launch *REAL*;

(2) Implement Records Management Protocol – Project Director will document implementation, evaluation and fiscal milestones, from grant award through completion to promote completion of the project and long-term sustainability;

(3) Implement Fiscal Management Protocol – FWCS will establish a system of accounting, cost management, reporting and auditing to promote efficient expenditure of funds;

(4) Implement Action Model – Project Director, Advisory Board and Evaluation Team will develop / revise action model to identify project components and services linked to *REAL*;

(5) Implement Goods / Services Management Protocol – FWCS will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;

(6) Implement Evaluation Plan—Project Director/Advisory Board/Evaluation Team will sustain ongoing evaluation to measure outcomes/collect feedback for continuous improvement.

A strong grant management plan – coordinated by the Project Director and monitored by both central district administrators and the *REAL* Advisory Board – will enable FWCS to successfully implement *REAL* and promote the achievement of identified project goals, objectives and outcomes. Grant management will focus efforts on the following progress-monitoring and oversight strategies to increase sustainability of outcomes and services: **On Time:** While Fort Wayne Community Schools – applicant and fiscal agent – is ultimately responsible for administering *REAL*, the project is designed to foster a collective decision-making process across K-12 district schools, facilitating both multi-school collaboration and autonomous prioritization of needs. Administrators have prioritized gaps identified during the needs assessment and will coordinate delivery of services across grade levels, schools and communities as allowed in the RFP. While overlapping / common needs exist among FWCS schools, prioritization of those needs – based on ongoing analysis of student, teacher and administrator data – will allow FWCS to ensure that *REAL* responds, over the life of the grant and beyond, to the unique conditions impacting participating elementary and secondary schools. **Within Budget:** FWCS and community partners will collaborate to maximize the use of local funds, in-kind services and grant resources. The Planning Task Force designed the budget to meet program goals and objectives, emphasizing inclusive education strategies that provide equal access for all while meeting required state standards and promoting the goals of the *Teacher Incentive Fund* grant. Each budget line item is linked to one or more of the Competitive Priority components and grant services. The Project Director and FWCS Finance Office will manage expenditures in accordance with local, state and USDOE spending regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will coordinate with schools to identify complementary programming/funds that expand *REAL* and sustain systemic changes.

(3) Measurable project objectives and performance measures. Fort Wayne Community Schools (Applicant) plans to contract with an external research / evaluation organization, to conduct process and outcome evaluation promoting continuous quality improvement throughout the duration of *REAL*. Evaluation, guided by a validated, research-based assessment protocol, will measure the following *REAL* goals, objectives, four GPRA performance indicators and project-specific performance indicators to determine the impact of each project element:

<p align="center">REAL: Goals, Objectives, GPRA Measures, Project Indicators October 1, 2012 - September 30, 2017</p>	<p align="center">Evaluation Tool</p>
<p><u>Project Goal 1: Improve classroom instruction in high needs, low performing schools.</u></p>	
<p><u>Objective 1: Increase # of teachers who attain Highly Effective or Effective rating.</u></p>	
<p>GPRA # 1 (Teachers): The number of teachers and principals, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated.</p>	<p>FWCS Data Warehouse</p>
<p>GPRA # 2: The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated.</p>	<p>FWCS Data Warehouse</p>
<p>GPRA # 3 (Teachers): The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA.</p>	<p>FWCS Data Warehouse</p>
<p>GPRA # 4 (Teachers): The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion...</p>	<p>FWCS Data Warehouse</p>
<p>Indicator 1.1: Increase % teachers rated <i>Highly Effective</i> or <i>Effective</i> by a minimum of 20% by end of grant period, 10/12 – 9/17.</p>	<p>Teacher Ratings</p>
<p>Indicator 1.2: A minimum of 75% of teachers rated <i>Needs Improvement</i> or <i>Ineffective</i> will participate in Mentor Teacher program, 10/12 – 9/17.</p>	<p>Mentor Assignments</p>

Project Goal 2: Strengthen learning environments through effective academic leadership.	
Objective 2: Initiate and sustain administrator effectiveness evaluation system.	
GPRA # 1 (Administrators): The number of teachers and principals, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated.	FWCS Data Warehouse
GPRA # 3 (Administrators): The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA.	FWCS Data Warehouse
GPRA # 4 (Administrators): The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.	FWCS Data Warehouse
Indicator 2.1: 100% of FWCS school administrators will participate in effectiveness evaluation system commencing with year 3 of project, 10/14 – 9/17.	
Objective 3: Increase # of administrators who attain Highly Effective / Effective rating.	
Indicator 3.1: Increase % administrators rated <i>Highly Effective</i> or <i>Effective</i> by a minimum of 20% by end of grant period, 10/12 – 9/17.	Admin Ratings
Indicator 3.2: A minimum of 75% of administrators rated <i>Needs Improvement</i> or <i>Ineffective</i> will participate in Principal Coaching program, 10/14 – 9/17.	Coaching Assignments

(4) Includes effective evaluation plan. Evaluators will utilize the research-based *FORECAST* model (*FOR*mative *E*valuation, *C*onsultation, *A*nd *S*ystem *T*echniques) to evaluate *REAL*. The *FORECAST* model (Goodman, 1998) employs four tiers of project assessment to provide practitioners with a structured approach to evaluation that can be aligned to diverse conditions:

MODEL	Create action model of grant program to guide implementation
MARKER	Identify indicators of progress to assess achievement of model
MEASURE	Develop measures that evaluate achievement of markers
MEANING	Assess outcomes using data from measures to determine impact

Use of the model will facilitate evaluation of process / outcome objectives to yield reliable data:

- Model: Evaluators will construct an action model for each year of the grant that includes all events and links the implementation timeline with evaluation activities to ensure all facets of the evaluation process are aligned to the project and all evaluation steps are completed.
- Marker: Evaluation team will collect baseline data and identify annual benchmarks based on performance measures to help grant administrators determine if progress is sufficient to promote attainment of objectives. Performance measures include annual growth targets; evaluators will use baseline data as a comparison to determine the magnitude of results.
- Measure: Evaluators and grant personnel will implement evaluation tools (effectiveness rubrics, student performance assessments, surveys, focus groups) aligned to *REAL* strategies to collect data. Data analysis will explore relationships between services and outcomes.
- Meaning: Results of data analysis will equip evaluators and grant managers with outcome indicators needed to draw conclusions and assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions.

Utilization of the *FORECAST* model will provide evaluators, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements. Implementation of *REAL* includes a human capital management system linked to teacher / administrator effectiveness, performance-based compensation, instructional training, academic leadership training, mentoring and coaching. Evaluation of these strategies will include both process and outcome assessment. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks in accordance with proposed timelines. Process measures will ensure that all project activities occur in a timely manner so that completion of the project will yield outcomes. The *REAL* Timeline (pages 59-60) and action model will serve as process evaluation tools allowing evaluators to determine compliance with the scope and schedule of the project. **Outcome Evaluation:** Outcome evaluation will examine the impact *REAL* has on FWCS students, teachers and administrators and focus on the measurement of performance indicators that correspond to the scope of the program. Methods will include:

- **Data Collection:** The external Evaluation Team and the Project Director will collect data to establish baseline indicators four GPRA measures and *REAL* performance measures. Baseline data will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Ongoing data collection using project-specific tools will facilitate outcome analysis and the timely reporting of results.
- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data, including: 1) Teacher Rating Monitoring Tool: annual district-wide summary tool of teacher effectiveness evaluation results; 2) Administrator Rating Monitoring Tool: annual district-wide summary tool of administrator effectiveness evaluation results; 3) Student Assessment Scores: annual state administered Reading and Mathematics assessment results, compared to 2012 baseline; 4) Site Visits / Focus Groups: Evaluators will conduct multiple site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress. 5) Teacher / Administrator Surveys: Participating classroom teachers and school principals will complete annual surveys to assess perceptions of project quality, student impact and personal growth. 6) Project Director Survey: To evaluate leadership perspective regarding quality of activities, relevance of programming and perceptions of instructional / academic leadership impact.
- **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to observational results. Subgroup analysis will provide data to inform partners of local results.
- **Reporting:** The Evaluation Team will collaborate with the Project Director to submit Annual Performance Reports and additional information (date of reporting determined by USDOE). Reporting to Advisory Board will ensure stakeholders receive meaningful feedback.

Feedback and Assessment: Analysis of data will be extensive and ongoing to ensure feedback that facilitates program improvement. Evaluators will monitor project design layers through

assessment of process and outcome measures to examine the effectiveness of the program. The following timeline will guide evaluation activities throughout the course of the grant:

REAL EVALUATION SUMMARY TIMELINE
Yr 1; Qtr 1: Create action model; Prepare survey tools; Initiate / sustain monthly conference calls with Project Director; Conduct baseline surveys, Compile baseline enrollment and academic statistics.
Qtr 2: Monitor activities; Analyze baseline survey results; Conduct focus groups; Monitor timeline.
Qtr 3: Administer year-end surveys; Analyze Data; Conduct site visits; Submit performance report.
Qtr 4: Plan Year 2; Review <i>REAL</i> results to promote improvement; Review / revise evaluation plan.
Yrs 2-5: Sustain / expand programming; Administer surveys; Conduct process / outcome data analysis; Prepare and submit annual reports; Launch sustainability model and disseminate results to stakeholders.

Annual Progress: The evaluation plan will be reviewed, as needed, to ensure that evaluation of *REAL* meets the reporting requirements of FWCS and provides sufficient data to help project managers implement a highly effective program. If desired outcomes of the project are not seen in evaluation results, Project Director will work with Evaluation Team to suggest modifications.

(5) Specifies realistic and achievable timelines for

(i) implementing components of HCMS, PBCS and educator evaluation. FWCS proposes a realistic yet aggressive *REAL* timeline for implementing proposed Human Capital Management, Educator Evaluation and Performance-Based Compensation Systems:

REAL Project Strategy Timeline	
Year 1	<ul style="list-style-type: none"> • <i>Teacher System of Support / Teacher Effectiveness Rubric</i> – Full Implementation • <i>Teacher Performance Based Compensation System</i> – Full Implementation • <i>Teacher Targeted Support Plans</i> – Full Implementation (Ball State Module Development) • <i>Principal System of Support / Principal Effectiveness Rubric</i> – Testing / Refinement • <i>Principal Targeted Support Plans</i> – Full Implementation • <i>Principal Coaching and Leadership Internship</i> – Full Implementation
Year 2	<ul style="list-style-type: none"> • <i>Teacher System of Support / Teacher Effectiveness Rubric</i> – Full Implementation • <i>Teacher Performance Based Compensation System</i> – Full Implementation • <i>Teacher Targeted Support Plans</i> – Full Implementation (Ball State Module Pilot/Testing)

	<ul style="list-style-type: none"> • <i>Master and Mentor Teacher Support</i> – Full Implementation • <i>Principal System of Support / Principal Effectiveness Rubric</i> – Full Implementation • <i>Principal Performance Based Compensation System</i> – Full Implementation • <i>Principal Targeted Support Plans</i> – Full Implementation • <i>Principal Coaching and Leadership Internship</i> – Full Implementation
Years 3 – 5	• Full Implementation of all <i>REAL</i> Project Strategies

(ii) successfully completing project tasks and achieving objectives.

REAL Timeline (see pgs. 59-60 of narrative): The Task Force developed a detailed timeline with defined responsibilities/milestones to guide implementation of *REAL*. Project Director and Evaluation Team will use timeline to monitor progress: October 1, 2012 - September 30, 2017.

(F) SUSTAINABILITY. Extent to which sustainability plan

(1) identifies and commits sufficient non-TIF resources, financial and non-financial to support the PBCS and educator evaluation systems during and after the grant period. The receipt of

\$ (b)(4) from the Indiana Department of Education in April 2012 lets us partially take care of our obligations to the Highly Effective and Effective teachers in our eleven LEAD schools. Title II funding has been directed to the professional development needs of our schools and staffs and will continue to support *REAL* efforts. At a time of budget shortfalls when other districts are cutting positions, our district continues to fund Instructional Coaches in every building, knowing that they are a key component of our reform efforts. Our union and central office staff will continue to work through details of our salary structure and other HCMS components, aligning their priorities to our revised Human Capital Management System. Teachers who are rated Highly Effective for two consecutive years will be able to apply for Master or Mentor Teacher status, modeling their skills for others and supporting fellow teachers as they improve their teaching and learning. We will continue to improve our Internship program so that graduates are educational leaders, rather than building managers. In this way, FWCS will 'grow its own bench' of school and district leaders. At the end of the five-year grant, the PBCS will be assimilated into the district's culture, transferring and reconfiguring positions, training and compensation

requested in this *REAL* proposal. Sustainability has been on the agenda since reform efforts began and will continue to dominate discussions on the Superintendent's Cabinet.

In an effort to not only sustain the district's work, but to share it with others, Fort Wayne Community Schools will be featured in a training video being created by the HOPE Foundation – key vendor in the FWCS LEAD Schools project and organization focused on developing building leadership and strengthening school cultures. The HOPE Foundation (Harnessing Optimism and Potential through Education www.hopefoundation.org) was established in 1989 and focuses on the belief that failure is not an option. Each FWCS building has been involved in the Foundation's *Courageous Leadership Academy* for the past three years. The training included teachers and administrators, providing them with tools to use as they work together on school improvement initiatives, building upon systems already in place in the district, including the leadership programs created over the last 10 years with financial help from the Wallace Foundation. The training video will be used by teachers and schools across the country who are interested in creating Professional Learning Communities that transform schools by changing school culture.

(2) *Likely to implement and, if implemented, will result in sustained PBCS and educator evaluation systems after the grant period ends.* PBCS is being implemented now and there is a process in place to monitor teacher observation and communication, as well as principal communication. FWCS is using *eWalk*, a web-based system that allows LEAs to design original templates that collect walk-through observation data. Human Resource personnel MUST communicate with those evaluating, thus impacting the HCMS in a positive way. Reports can be generated by school, by teacher. The evaluator can see how many Daily Snapshots have been done, how many Focused Feedback contacts have been made throughout the school year. As more data is analyzed, adjustments can be made to improve the program so that teachers and students will continue to benefit. Data collected is transformed into meaningful reports and graphs which encourage dialog and, in turn, support long term school and classroom improvement. Each principal, as building unit instructional leader, has collected the data pertaining to his or her teachers. Area Administrators will gather data on each principal,

beginning with the 2012-2013 school year. All Principals and Area Administrators have iPads used to collect data, process/assimilate results and distribute feedback instantaneously. Upon compilation of an effectiveness rating, this data will be aggregated and shared building and district-wide, and to the general public, likely through the *Balanced Scorecard*. Laura Cain joined Fort Wayne Community Schools in 2007 as the Project Manager overseeing the development of the *Balanced Scorecard*. She works closely with the Board of School Trustees to make sure the measures set on the *Balanced Scorecard* reflect the goals of the district. Ultimately, aggregated teacher and principal effectiveness ratings will likely be part of the *Balanced Scorecard* as FWCS strives to elevate teaching and learning to the highest possible standard. Upon completion of the five-year *REAL* initiative, the project will be sustained in her department. As discussions go forward with FWEA (teacher union), evaluators and district personnel, procedures will be designed that allow the reporting of specifics related to the distribution of cash awards such as how many individuals receive awards, amounts, systems and protocols for determining the recipients and the short and long-term impact of cash awards on the district's Human Capital Management System and its components, including: recruitment, hiring, placement, retention, dismissal, compensation, tenure, promotion and the development of high-quality teachers and administrators in Fort Wayne Community Schools. The impact of cash awards will provide feedback on the effectiveness of the approach. Also, as FWCS leaders attend professional development nationally, district administrators will learn from others who have gone before us in much of this work. FWCS district and school leaders attend Broad and Wallace Foundation meetings, Learning Forward conferences and have presented at the Council of Great City Schools conference. At national events, FWCS administrators meet reformers from Hillsboro County, Florida; Denver Public Schools; Charlotte-Mecklenburg School District in North Carolina and Evanston/Skokie, District 65 in Illinois. We continue to learn and share ideas. Everyone in our buildings is talking about what's working in our schools. It's the basis of culture change and the fabric of who we are. We continue to improve with our students.

REAL: Timeline, Activities and Responsible Parties

KEY: Advisory Board (AB); Project Director (PD); Master Teachers (MT); Mentor Teachers (MNT); Principal Coaches (PC); Leadership Interns (LI); Evaluation Team (ET); Human Capital Management System (HCMS); Educator Evaluation (EE); Performance-Based Compensation (PBC); Teachers (T); Principals (P); Area Administrators (AA)

Quarter 1 (October – December)	Quarter 2 (January – March)	Quarter 3 (April – June)	Quarter 4 (July – September)
REAL ADMINISTRATIVE TIMELINE			
YEARS 1 – 5			
1. Quarterly Advisory Board (PD,AB) 2. Monthly evaluation updates (PD,ET) 3. Schedule/plan prof. development (PD,AB) 4. Collect Baseline Data (PD,ET,P,T)	1. Quarterly Advisory Board (PD,AB) 2. Monthly evaluation updates (PD,ET) 3. Conduct rubric observations (AA, P) 4. Mid-Year progress monitoring (ET,PD)	1. Quarterly Advisory Board (PD,AB) 2. Monthly evaluation updates (PD,ET) 3. Evaluation site visit (PD,ET,P,T) 4. Collect Year-End Data (PD,ET,P,T)	1. Quarterly Advisory Board (PD,AB) 2. Monthly evaluation updates (PD,ET) 3. Submit Annual Performance Report (PD,ET) 4. Present results to Board of Ed. (PD, ET)
REAL TEACHER STRATEGIES TIMELINE			
YEAR 1			
1. Launch HCMS <i>System of Support</i> (PD,P,T) 2. Begin Educator Evaluation efforts (PD,T,P) 3. Initiate <i>Targeted Support Plans</i> (PD,P,T)	1. Conduct observations & feedback (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Collaborate w/BSU to create modules(T)	1. Final Teacher EE using Rubric (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Review data for improvement (T,P,C)	1. Distribute PBC (ET,AB,P) 2. Recruit Master / Mentor Teachers (ET,P,AB) 3. Plan Year 2 HCMS services (ET,AB,P,T)
YEAR 2			
1. Launch HCMS and EE (PD,P,T) 2. Master/Mentor Teacher support (PD,MT) 3. Initiate <i>Targeted Support Plans</i> (PD,P,T)	1. Conduct observations & feedback (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Pilot BSU modules in LEAD schools (T)	1. Final Teacher EE using Rubric (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Review data for improvement (T,P,C)	1. Distribute PBC (ET,AB,P) 2. Recruit Master / Mentor Teachers (ET,P,AB) 3. Plan Year 3 HCMS services (ET,AB,P,T)
YEAR 3			
1. Launch HCMS and EE (PD,P,T) 2. Master/Mentor Teacher support (PD,MT) 3. Initiate <i>Targeted Support Plans</i> (PD,P,T)	1. Conduct observations & feedback (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. BSU modules available to all schools (T)	1. Final Teacher EE using Rubric (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Master/Mentor Teacher support (MT)	1. Distribute PBC (ET,AB,P) 2. Recruit Master / Mentor Teachers (ET,P,AB) 3. Plan Year 4 HCMS services (ET,AB,P,T)
YEAR 4			
1. Launch HCMS and EE (PD,P,T) 2. Master/Mentor Teacher support (PD,MT)	1. Conduct observations & feedback (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T)	1. Final Teacher EE using Rubric (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T)	1. Distribute PBC (ET,AB,P) 2. Recruit Master / Mentor Teachers (ET,P,AB)

3. Initiate <i>Targeted Support Plans</i> (PD,P,T)	3. Disaggregate data to identify needs (T,P)	3. Targeted professional development (P)	3. Plan Year 5 HCMS services (ET,AB,P,T)
YEAR 5			
1. Launch HCMS and EE (PD,P,T) 2. Master/Mentor Teacher support (PD,MT) 3. Initiate <i>Targeted Support Plans</i> (PD,P,T)	1. Conduct observations & feedback (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Disaggregate data to identify needs (P)	1. Final Teacher EE using Rubric (P,T) 2. Offer <i>Teacher Forum</i> (MT,MNT,T) 3. Targeted professional development (P)	1. Distribute PBC (ET,AB,P) 2. Recruit Master / Mentor Teachers (ET,P,AB) 3. Implement Sustainability Plan (All)
REAL PRINCIPAL STRATEGIES TIMELINE			
YEAR 1			
1. Pilot <i>HCMS System of Support</i> (PD,AA,P) 2. Initiate Coaching & Internship (PD, AB, P) 3. Initiate <i>Targeted Support Plans</i> (PD,AB,P)	1. Conduct observations & feedback (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Disaggregate data to identify needs (AA)	1. Pilot Principal EE Rubric (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Targeted professional development (P)	1. Refine / Improve HCMS & EE (ET,AB,AA) 2. Recruit Leadership Interns (ET,AA,AB,P) 3. Plan Year 2 HCMS services (ET,AB,P,T)
YEAR 2			
1. Launch Principal <i>HCMS & EE</i> (PD,AA,P) 2. Initiate Coaching & Internship (PD, AB, P) 3. Initiate <i>Targeted Support Plans</i> (PD,AB,P)	1. Conduct observations & feedback (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Disaggregate data to identify needs (AA)	1. Pilot Principal EE Rubric (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Targeted professional development (P)	1. Distribute PBC (ET, AB) 2. Recruit Leadership Interns (ET,AA,AB,P) 3. Plan Year 3 HCMS services (ET,AB,P,T)
YEAR 3			
1. Launch Principal <i>HCMS & EE</i> (PD,AA,P) 2. Initiate Coaching & Internship (PD, AB, P) 3. Initiate <i>Targeted Support Plans</i> (PD,AB,P)	1. Conduct observations & feedback (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Disaggregate data to identify needs (AA)	1. Pilot Principal EE Rubric (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Targeted professional development (P)	1. Distribute PBC (ET, AB) 2. Recruit Leadership Interns (ET,AA,AB,P) 3. Plan Year 4 HCMS services (ET,AB,P,T)
YEAR 4			
1. Launch Principal <i>HCMS & EE</i> (PD,AA,P) 2. Initiate Coaching & Internship (PD, AB, P) 3. Initiate <i>Targeted Support Plans</i> (PD,AB,P)	1. Conduct observations & feedback (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Disaggregate data to identify needs (AA)	1. Pilot Principal EE Rubric (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Targeted professional development (P)	1. Distribute PBC (ET, AB) 2. Recruit Leadership Interns (ET,AA,AB,P) 3. Plan Year 5 HCMS services (ET,AB,P,T)
YEAR 5			
1. Launch Principal <i>HCMS & EE</i> (PD,AA,P) 2. Initiate Coaching & Internship (PD, AB, P) 3. Initiate <i>Targeted Support Plans</i> (PD,AB,P)	1. Conduct observations & feedback (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Disaggregate data to identify needs (AA)	1. Pilot Principal EE Rubric (AA,P) 2. Offer <i>Principal Forum</i> (AA,PC,P) 3. Targeted professional development (P)	1. Distribute PBC (ET, AB) 2. Recruit Leadership Interns (ET,AA,AB,P) 3. Implement Sustainability Plan (All)

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

REAL – Rewarding Educators & Academic Leaders

Other Attachments Form Table of Contents

- **APPLICATION REFERENCE CHART**
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 - **DISTRICT SUPERINTENDENT**
 - **TEACHER UNION**
- **INDIRECT COST RATE AGREEMENT**
- **INDIVIDUAL RESUMES/BIOS**
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 - **PROJECT DIRECTOR**
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- **STATE SINGLE POINT OF CONTACT (NOT APPLICABLE)**
- **PRINCIPAL EFFECTIVENESS RUBRIC**
- **TEACHER EFFECTIVENESS RUBRIC**

APPLICATION REFERENCE CHART

Application Reference Charts Fort Wayne Community Schools *REAL* Teacher Incentive Fund grant

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions
<p>Instructions: In each column of the table below, please specify where your application discusses each priority or requirement – including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.</p> <p>Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.</p>

Absolute Priority 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>Priorities & Requirements Selection Criteria (A)1 Selection Criteria (B) Selection Criteria (C)</p>	<p>3-4 6-23 23-36 37-42</p>	<p>Appendix - rubrics</p>
<p>(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p>	<p>Selection Criteria (A)1</p>	<p>6-18</p>	
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Selection Criteria (A)2</p>	<p>18-21</p>	

<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Selection Criteria (A)v</p>	<p>22-23</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>List of High Needs Schools Selection Criteria (A)1 Selection Criteria (B) Selection Criteria (C) Selection Criteria (E)</p>	<p>6-23 23-36 37-42 55-56</p>	<p>Appendix</p>

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	Priorities & Requirements Selection Criteria (B)	4 23-36	
(1) The frequency of evaluations, which must be at least annually;	Selection Criteria (B)	23-28	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Selection Criteria (B)	23-26	Appendix - rubrics
(i) Two or more observations during each evaluation period;	Selection Criteria (B)	30-32	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Selection Criteria (B)	26-30	
(iii) Additional factors determined by LEA;	Selection Criteria (B)	27-32	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Selection Criteria (B) Selection Criteria (B) Selection Criteria (B)	26-30 33 34-35	Appendix - rubrics
(4) The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.	Selection Criteria (B)	32-33	

Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	N/A	N/A	N/A
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;</p>	N/A	N/A	N/A

(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	N/A	N/A	N/A
(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;	N/A	N/A	N/A
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	N/A	N/A	N/A
(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and	N/A	N/A	N/A
(6) How each LEA will ensure that students have access to and participate in rigorous and	N/A	N/A	N/A

Competitive Preference Priority 4

PR/Award # S374A120057

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	N/A	N/A	N/A
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	N/A	N/A	N/A

Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p>	<p>Priorities & Requirements Selection Criteria (A) Selection Criteria (F)</p>	<p>4 23 55-56</p>	
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Selection Criteria (A)	21-26	

(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	Selection Criteria (A)	22-23	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Selection Criteria (A) Selection Criteria (F)	21-23 58	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Priorities & Requirements Selection Criteria (A) Selection Criteria (B)	4-5 22-23 23-36	
<ul style="list-style-type: none"> • Design Model 1 • Design Model 2 	Selection Criteria (A) Selection Criteria (C)	12, 14, 40-41 15-16	
<ul style="list-style-type: none"> • PBCS Optional Features 	N/A	N/A	

Requirement 2

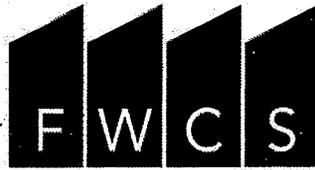
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	<p>Priorities & Requirements Selection Criteria (D) Selection Criteria (F)</p>	<p>5 42-46 58</p>	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	<p>Selection Criteria (D)</p>	<p>42-46</p>	
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>	<p>N/A</p>	<p>N/A</p>	<p>Appendix - union letter of support</p>

Requirement 3

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	<p>Priorities & Requirements</p>	<p>5 Appendix</p>	<p>Appendix - list of high need schools</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>Appendix - list of high need schools</p>
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>			<p>Appendix - list of high need schools</p>
<p>(c) For any priority schools listed, documentation verifying that the State has</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.			
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HIGH NEED DOCUMENTATION



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

July 25, 2012

The Honorable Arne Duncan, Secretary
 U.S. Department of Education
 Washington, D.C. 20202

Dear Secretary Duncan,

Fort Wayne Community Schools is submitting a proposal entitled *REAL - Rewarding Educators & Academic Leaders* for consideration in the Teacher Incentive Fund grant competition.

Following is a list of our district schools whose Free and Reduced Lunch counts exceed 50%, meeting the definition of high poverty school as stated in TIF's Request for Proposals. These eligible schools will implement the Performance Based Compensation System, as described in our grant application.

REAL ELIGIBLE PARTICIPATING SCHOOLS		
School	Enrollment	F/R Lunch %
ELEMENTARY		
ABBETT	279	97%
ADAMS	304	96%
ARLINGTON	566	52%
BLOOMINGDALE	310	96%
BRENTWOOD	551	79%
BUNCHE	241	51%
FAIRFIELD	568	93%
FOREST PARK	637	84%
FRANKE PARK	594	85%
GLENWOOD PARK	548	56%
HALEY	613	61%
HARRIS	399	58%
HARRISON HILL	734	83%
HOLLAND	520	77%
INDIAN VILLAGE	456	80%
IRWIN	307	60%
LINCOLN	677	69%
LINDLEY	420	83%
MAPLEWOOD	449	86%
NEBRASKA	196	96%
NORTHCREST	430	84%
PRICE	445	74%

Superintendent

ST JOE CENTRAL	461	52%
SCOTT	296	96%
SHAMBAUGH	416	56%
SOUTH WAYNE	307	95%
STUDY	314	94%
WASHINGTON	263	97%
WASHINGTON CNT	571	63%
WAYNE DALE	557	77%
WEISSER PARK	544	63%
YOUNG	258	65%
TOTAL ; Average F/R	14,231	77%
MIDDLE		
BLACKHAWK	832	53%
TOWLES	538	55%
JEFFERSON	748	56%
KEKIONGA	502	85%
LAKESIDE	525	88%
LANE	582	74%
MEMORIAL PK	608	64%
MIAMI	772	88%
NORTHWOOD	662	81%
PORTAGE	473	82%
SHAWNEE	787	69%
TOTAL ; Average F/R	7,029	72%
HIGH SCHOOL		
NORTH SIDE	1,744	75%
NORTHROP	2,252	51%
SOUTH SIDE	1,525	78%
SNIDER	1,905	51%
WAYNE	1,546	74%
TOTAL ; Average F/R	8,972	66%
TOTALS	30,232	72%

Thank you for the opportunity to participate in this important federal funding source. We look forward to leading the way with a Human Capital Management System that is second to none.

Sincerely,



Wendy Robinson, Ed.D.
Superintendent

Superintendent

LETTERS OF SUPPORT

- SUPERINTENDENT
- TEACHER UNION



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

July 26, 2012

The Honorable Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

We are excited to submit an application for the Teacher Incentive Fund grant on behalf of Fort Wayne Community Schools. Our proposal, called *REAL - Rewarding Educators & Academic Leaders!*, incorporates what we have discovered over a decade of deliberate and very hard work to be key components of true education reform: meaningful, differentiated and individualized professional development opportunities that offer support for professional growth and coaching and mentoring that uplifts and elevates our teachers and leaders to fulfill their highest capacities.

Through TIF funding, we will be able to deliver monetary rewards to effective teachers, recognizing their efforts and celebrating their accomplishments, as well as provide incentives to keep educators focused on the goal of improved student achievement, especially for our highest needs students. Funding will allow us to further train, develop and support those teachers and principals who need improvement or are not yet effective. Funding will provide a mechanism to sustain our efforts, allowing us to expand an internship program to grow our own leaders.

A short list of our accomplishments includes: Institutionalization of Mission, Vision, Core Values and Goals; Implementation of a *Balanced Scorecard*; *Pyramid for Success™*; *Four Step System of Support™*, the only urban district in Indiana to be part of the Indiana Department of Education's *RISE Performance-Based Compensation Pilot*. As part of *RISE*, we have trained every teacher and principal and will implement a *Highly Effective, Effective, Needs Improvement* and *Ineffective* evaluation system in 2012-2013, using a state-approved rubric, including Student Growth Measures and standardized assessment results to reward effective teaching and learning.

We are proud of our accomplishments in the human capital arena as we watch our principals and teachers improve. The next critical step in our decade-long journey is the finalization and implementation of a performance-based compensation system aligned to principal and teacher effectiveness with a significant emphasis on student growth and achievement. TIF grant funds will allow us to keep moving forward as we reward educators dedicated to excellence.

Superintendent

1200 South Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.2025 • Fax: 260.467.1975

Fort Wayne Community Schools

July 26, 2012

Page 2

We are committed to encouraging exceptional teachers and principals to address the toughest challenges in our highest needs schools by providing the academic tools, training, support systems and financial incentives needed to ensure bright futures for every one of our students.

Thank you for offering a *REAL* opportunity to ensure that every student in Fort Wayne Community Schools has access to genuinely effective and talented teachers and principals.

Sincerely,

A handwritten signature in cursive script that reads "Wendy Robinson".

Wendy Robinson, Ed.D.

Superintendent



**AL JACQUAY II
PRESIDENT**

Fort Wayne Education Association

229 W. Berry Street
Suite 100
Fort Wayne, Indiana 46802
(800) 638-7649
FAX (260) 439-0990

July 25, 2012

Dr. Arne Duncan:

After engaging in extensive conversations and analysis of the program and participating with the district leadership throughout much of the planning process, I am pleased to provide support for the District's Teacher Incentive Program Grant Application.

This grant proposal maintains a focus on student achievement and the development of improved instructional practices and administrative supports this incentive program will provide for collaborative work between teachers and administrators and focus on making gains in student academic performance.

Throughout this process, the Fort Wayne Education Association has engaged in in-depth conversations with teachers and administrators regarding the pros and cons of adopting a form of pay-for performance incentives and the evaluation process for the Fort Wayne Community Schools.

The Fort Wayne Education Association looks forward to working with the District in developing and implementing a program that is fair to all teachers across the District, ensures that the focus remains on retaining quality teachers and providing them with a strong support structure, and most importantly, keeps focused on raising student achievement.

Respectfully,

(b)(6)

INDIRECT COST RATE AGREEMENT



Center for Assessment, Research, and Information Technology

Division of School Finance

Room 229, State House - Indianapolis, IN 46204-2798

Telephone: 317-232-0840 or 1-866-234-1414

Facsimile 317-233-6326

Indirect Cost Allocation Plan
2009 - 2010 Expenditures For 2012 Rates

Rate Determination Report

0235 Fort Wayne Community Schools

07/09/2012

Restricted Rates

2007 - 2008 Data For Fiscal Year 2010		2009 - 2010 Data For Fiscal Year 2012	
Fixed Rate	2.55%		2.72%
Direct Cost	\$287,367,727.45		\$284,461,639.26
Indirect Cost	\$8,072,825.81	\$7,870,568.22	
Carry - Forward	\$(345,062.50)	\$271,733.92	
Total Pool	\$7,727,763.31		\$8,142,302.14
Actual Costs			
Actual Direct Costs	\$284,461,639.26		
Actual Indirect Costs	\$7,870,568.22		
Carry - Forward	\$(345,062.50)		
Total Pool	\$7,525,505.72		
Carry - Forward Computation			
Actual Direct Costs	\$284,461,639.26		
Fixed Rate	2.55%		
Indirect Cost Billed	\$7,253,771.80		
Actual Indirect Costs Pool	\$7,525,505.72		
Over or (Under) Recovery	\$(271,733.92)		

Unrestricted Rates

2007 - 2008 Data For Fiscal Year 2010		2009 - 2010 Data For Fiscal Year 2012	
Fixed Rate	9.41%		13.07%
Direct Cost	\$266,933,494.42		\$261,058,972.12
Indirect Cost	\$28,507,058.84	\$31,273,235.36	
Carry - Forward	\$(2,071,676.69)	\$4,635,909.39	
Total Pool	\$26,435,382.15		\$35,909,144.75
Actual Costs			
Actual Direct Costs	\$261,058,972.12		
Actual Indirect Costs	\$31,273,235.36		
Carry - Forward	\$(2,071,676.69)		
Total Pool	\$29,201,558.67		
Carry - Forward Computation			
Actual Direct Costs	\$261,058,972.12		
Fixed Rate	9.41%		
Indirect Cost Billed	\$24,565,649.28		
Actual Indirect Costs Pool	\$29,201,558.67		
Over or (Under) Recovery	\$(4,635,909.39)		

Note: Negative Indirect Cost Rates will be defaulted to zero

INDIVIDUAL RESUMES/BIOS

- DR. WENDY ROBINSON
 - STEVEN COBB
- CHARLES CAMMACK, JR.
- DEBRA FAYE WILLIAMS-ROBBINS
 - PAMELA MUSICK
 - LAURA L. CAIN

Wendy Y. Robinson, Ed.D.
Superintendent
Fort Wayne Community Schools

Dr. Robinson is the superintendent of the only A-rated urban school district in Indiana. She is a tireless advocate of public education, and in her more than three decades in public education has developed close working relationships with some of the most prestigious educational organizations in the country. Dr. Robinson was the recipient of the 2009 Joseph E. Hill Superintendent of the Year Award from the National Alliance of Black School Educators (NABSE) and was one of the members of the inaugural class of Broad Center Fellows. She has presented at conferences and events hosted by organizations such as the Wallace Foundation, National Conference of State Legislators, American Association of School Administrators and the Urban Superintendent's Association of America. Dr. Robinson is also an active member of the community, forming partnerships with state and local agencies and businesses and serving on several state and local boards, including the Indiana State Superintendent Study Council. She was named Superintendent of Fort Wayne Community Schools in 2003 after serving as a teacher, principal and central office administrator. Fort Wayne Community Schools is the second-largest school district in the state with 51 schools and nearly 31,000 students. It is an urban district with nearly 80 languages spoken and nearly 70 percent of students qualifying for free or reduced-price meals.

Steven M. Cobb Bio
Chief Academic Officer
Fort Wayne Community Schools

Steven M. Cobb was named Chief Academic Officer for FWCS in 2009. In his 32 prior years in education, Mr. Cobb served as assistant superintendent, principal and teacher. He joined FWCS from the Community Schools of Frankfort where he was the assistant superintendent. Prior to that position, he was a principal in Southwest Allen County Schools for 20 years. He began his career as an elementary school teacher at Monroe County Schools in Bloomington. Mr. Cobb received his bachelor's degree from Indiana University, his master's degree from Nova University in Phoenix and his Educational Specialist degree in Administration Leadership from Indiana University. He currently serves on the board of directors for the United Hispanic Americans, Inc.

CHARLES L. CAMMACK, JR.

(b)(6)

PROFILE

HUMAN RESOURCES EXECUTIVE with considerable media expertise. Uniquely skilled at formulating, developing and delivering viable HR strategies and communicating these processes across organizational boundaries. Recognized for providing insight into complex ideas and known for ability to influence people at all levels of the organization for positive growth and change. Successful broad-based managerial experience that includes budgeting, human resources information systems, training and development, safety, workers compensation and creating/implementing human resources policies and programs. Particular expertise in:

- Employee/Labor Relations
- Organizational Development
- Strategic Planning
- Benefits & Compensation
- Training & Development
- Succession Planning

PROFESSIONAL EXPERIENCE

FORT WAYNE COMMUNITY SCHOOLS, Fort Wayne, IN 2010-Present

Chief Operations Officer/Office of the Superintendent

Plan, organize, control and direct District-wide operations, departments and activities of educational support services including Human Resources, Security, Student Services, Technology, and Transportation. Coordinate and direct personnel, resources, communications and information to meet District needs and assure smooth and efficient activities.

FORT WAYNE COMMUNITY SCHOOLS, Fort Wayne, IN 2008–2010

Director/Human Resources

Responsible for organization, direction and administration of all human resources functions of the school district. Duties include supervising four managers overseeing recruitment/hiring; operations/recordkeeping; employee relations; compensation and benefits; compliance and strategic planning.

CAMMACK CONSULTING, Philadelphia, PA 2004-2008

Advisor to not-for-profit organizations providing human resources solutions for their routine issues and complex problems including board leadership, organizational development, communications and benefits.

Selected Accomplishments:

- Designed and implemented diversity and supervisor/management training program for North, Inc. managers of the Women, Infants and Children program in Philadelphia, PA.
- Conducted Board Consultation and Executive Coaching assignment for the Housing and Community Development Network of New Jersey resolving an impasse over organizational design.

KNIGHT RIDDER INC., PHILADELPHIA NEWSPAPERS INC., Philadelphia, PA 1987 -2004

Vice President/Human Resources (1999-2004)

Spearheaded all Human Resources functions for 4,200 full-time and part-time employees in multiple regional locations with a staff of 15 employees who provided Employee Relations, Health and Welfare Services, Training, Workers Compensation/Safety, Medical Services and Employee Assistance Programs. Collaborated with other executives regularly both as a member of the Executive Leadership Team and for specific organizational situations. Reported to Publisher/CEO.

Selected Accomplishments:

- Identified key leadership talent and designed career development programs for high potential employees. Interventions included assigning coaches or mentors, training programs or special project assignments to rebuild organizational bench strength.
- Chaired Philadelphia Newspapers Diversity Committee that designed cost effective methods that improved company-wide diversity and designed a mentoring program that improved career development for minorities and women.
- Oversaw investigation of grievances and worked with labor leaders to resolve human resources issues. Supervised administration of medical and pension benefits for Union employees through Taft Hartley plans resulting in effective plan design with cost control and containment.
- Directed Repetitive Strain Injury and Back Safe Programs and instituted Functional Capacity testing programs that reduced Worker's Compensation expense by thousands of dollars.

PROFESSIONAL EXPERIENCE – CONTINUED

- Automated Human Resource's recordkeeping by installing Onbase recordkeeping system and Fidelity payroll system thereby improving employee access to their personal data and the speed of information updates.
- Reviewed and approved philanthropy and local charitable contributions for John S. and James L. Knight Foundation Donor-Advised Fund of Philadelphia Newspapers Inc.
- Managed multi-million dollar budget that included oversight of the Property and Casualty self-insurance account for replacement of damaged, stolen or lost equipment, and the multi-site cafeteria system and multi-site fitness center facilities.

Director, Human Resources (1998-1999)

Supervised a staff of seven responsible for providing Employment, Benefits, Training, Workers Compensation/Safety services for employees of Philadelphia Inquirer and The Philadelphia Daily News.

Selected Accomplishments:

- Upgraded diversity training by retraining trainers and re-introduced program.
- Revised EEOC and FMLA to bring them within standards.

POST-TRIBUNE, Gary, IN

1995-1998

Director Human Resources

Member of Executive Leadership Team. Led human resources/labor relations for 300 employees. Responsibilities included oversight of Marketing/Community Relations and Information Systems/Technology departments.

Selected Accomplishments:

- Consulted with potential buyers to provide due diligence information to facilitate decision-making and sale of newspaper. Transitioned organization through sale maintaining HR systems and high performance levels.
- Managed marketing materials and events for Post-Tribune including in paper and multi-media ad campaigns, marketing of new products, and selection of advertising agencies.
- Managed administration of collective bargaining agreements including the grievance process, working as a part of negotiating team and as a representative on the Boards of Taft Hartley Funds.
- Implemented technical training program that upgraded the computer skills of union members.

FORT WAYNE NEWSPAPERS, Fort Wayne, IN

1987-1995

Manager, Human Resources (1993-1995)**Manager, Employment/Safety/Security** (1992-1993)**Manager, Employee Benefits/Systems** (1987-1992)

Managed multi-million dollar human resources budget that included expense, salary and benefits programs. Benefits programs included medical, dental, vision, Employee Assistance Program, and pension programs.

Selected Accomplishments:

- Recruited minority employees for open positions and for minority development program.
- Managed employee relations programs, upgrading benefits and paid time off programs, developed a quick guide to benefits and revised employee orientation program.
- Ensured that all benefit plans were in legal compliance, including PBGC file letters and forms, and 401(k) testing and negotiated insurance contracts with medical carriers and third party administrators.
- Supervised security staff and ensured facility was adequately protected 24/7 including employee awareness and self-defense training.

WKJG-TV 33, INC., Fort Wayne, IN

1978-1987

Early Morning News Anchor/Reporter and Photographer

Anchored local morning news programs and substituted as anchor for Noon news program.

Photographer/Videographer for news programs filming videotaping and editing stories for morning, noon and evening newscasts.

EDUCATION**UNIVERSITY OF WISCONSIN**, Madison, WI, Master of Arts, Communication Arts**PURDUE UNIVERSITY**, West Lafayette, IN, Bachelor of Arts, Interpersonal and Public Communications

DEBRA FAYE WILLIAMS-ROBBINS

(b)(6)

OBJECTIVE: To obtain a position as a Superintendent in an Urban School District

PROFESSIONAL EXPERIENCE***2007 – Present******High School Area Administrator, Fort Wayne Community Schools, Fort Wayne, IN***

- Report directly to the Superintendent as a cabinet member
- Primary responsibility is to oversee all comprehensive and alternative high schools and programs
- Align school operations and procedures with school boards' mission, vision, and goals
- Meet with and present to school board members as directed by the Superintendent
- Participate in state level discussion, presentations, and meetings as directed by the Superintendent
- Provide input to district-level decisions regarding academic achievement, leadership training, human resource procedures, operations, technology, budgets, facility projects, security, and community partnerships
- Responsible for the hiring, leadership development, and evaluation of all comprehensive and alternative high schools and programs' principals
- Assist in the hiring and training of assistant principals and counselors
- Oversee the development and monitoring of School Improvement Plans (SIP) and Balanced Score Cards (BSC)
- Monitor data aligned to student achievement, discipline, graduation requirements
- Develop programs to provide students with advanced academic opportunities such as dual credit, advanced placement, and International Baccalaureate
- Develop programs designed to assist students with opportunities to successfully complete graduation requirements
- Revised high school grading procedures
- Revised and monitor guidance counseling program to include a greater focus on career and college planning
- Revised student discipline code of conduct procedures to emphasize a continual educational connection
- Assist in the development and monitoring of high school Title I program
- Respond to parent and community concerns/questions regarding district/schools policies and procedures
- Develop community partnerships that enhance students' opportunities to be academically successful

2001 - 2007***Area Administrator Northrop/South Side Areas, Fort Wayne Community Schools, Fort Wayne, IN***

- Responsible for the hiring and leadership development of one-third of the districts K-12 principals
- Responsible for ensuring that K-12 schools were meeting the mission, vision, and goals of the school district, as set forth by the district school board
- Responsible for ensuring that K-12 schools were academically achieving at high standards

1993 – 2001***Principal, Arlington Elementary School Fort Wayne, IN***

- Responsible for the day to day operations of running an elementary school
- Responsible for the monitoring of student achievement
- Responsible for the hiring, training, supervision, and evaluation of staff
- Responsible for the development of the school's mission and goals
- Responsible for student behavior management
- Worked in conjunction with the PTA to provide programs for student development

1991 – 1993***Dean/Counselor Miami Middle School, Fort Wayne, IN***

- Reported to the school Principal
- Responsible for student behavior management
- Assisted in building master schedule and scheduling students in classes
- Partnered with community agencies to provide services to students

1990 – 1991***Title One Resource Teacher, Lakeside Middle School, Fort Wayne, IN***

- Reported to school principal
- Co-taught with 6-8 Title I teacher to provide core curriculum instruction
- Assisted science teacher in the instruction of Title I students
- Completed all Title I compliance paperwork

1979 – 1990***Elementary Classroom Teacher, Fort Wayne Community Schools, Fort Wayne, IN***

- Responsible for classroom instruction
- Responsible for classroom behavior management

1978 – 1979***Substitute Teacher, Fort Wayne Community Schools, Fort Wayne, IN*****EDUCATION**

Thomas M. Cooley Law School, Lansing, Michigan*May 2000*

- Juris Doctor
- Passed the Indiana Bar in July, 2000

Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN*1988*

Administration and Supervision Certification

Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN*1984*

Master of Arts in Elementary Education

Earlham College, Richmond, IN*1978*

Bachelor of Arts in Elementary Education

ACCOMPLISHMENTS

- Received Partnership Matters Award from Indiana AHEC Network, 2012
- Received Excellence in Education Award from NAACP, 2010
- Received “Believe in Yourself, Achieve Your Goals, Inspire Others” Award from ITT Technical Institute, Fort Wayne, IN, 2008
- Selected as one of the Twenty-One Women in Leadership for the ABC viewing area by ABC/Channel 21 Alive, 2004
- Selected as Kappa Alpha Psi Fraternity “Sweetheart” for community service, 2003
- Received Delta Sigma Theta – Educational Development Award, 2002
- Admitted to Indiana Bar May 2, 2001
- Received “Book Award” in Law Practice from Thomas M. Cooley Law School, 2000
- Made Dean’s List at Thomas M. Cooley Law School
- Honored by Chi Eta Phi Sorority of African American Nurses, 1999
- Interviewed by CBS as representative for Thomas M. Cooley Law School
- Inducted as Charter member of Kappa Delta Pi Honor Society for Excellence in Education, 1989
- Nominee for Junior Achievement BELL Award
- Spotlighted in WFFT/FOX African American History Community Service Announcement
- Interviewed for FWCS Conflict Mediation Video
- Interviewed for FWCS Reading Recovery Video

Pamela Musick

(b)(6)

Curriculum Vitae

EDUCATION

University of Hawaii at Manoa, Honolulu, HI ■
M Ed in Education Administration

Kent State University, Kent, OH ■
B.S. in Education
Dual Major: General Education and Special Education

Winona State University, Winona, MN ■
Independent Studies in Education

AWARDS

- Pearson Learning Group – Crescent Club, Presidential Award, 2005
- Selected as Pearson Learning Group Innovation Coach 2005
- Pearson Learning Group – National Excellence Award for Contributions 2003
- Pearson Learning Group – Crescent Club 2004
- Pearson Education – Forum Delegate, February 2002
- Pearson Learning Group – Crescent Club – 2002
- Pearson Learning Group – Outstanding Performance 2001
- Pearson Learning Group – Consultant of the Year – 2000
- Special Parent Information Network (HI) – Special Educator Hall of Fame – 1991
- Teacher of the Year – Little People's Nursery School – 1980

PROFESSIONAL EXPERIENCE

Pearson, Curriculum Group

Vice President, Instructional Services, Basal and Supplemental

Responsible for all face-to-face training for basal and supplemental print instructional programs. Responsibilities include liaison with school districts to design training and professional development programs to meet the specific needs of the district, address achievement gaps, and build capacity within the instructional personnel. Collaborate with the authorship teams to design training programs that represent the programs that are developed and train educational consultants to deliver the identified training to schools and districts across the nation.

Pearson Learning Group, Parsippany, NJ:

Vice President, National Director of Teaching and Learning, June 2006 – April 2007

Member of the Executive Committee (February 2006) which includes the responsibilities of setting strategic goals for the company, providing leadership for all major company decisions and continuing all responsibilities as the National Director of Teaching and Learning. This includes supervision of the National Consultant Manager and the National Consultants reporting in to her, coordinating the National Literacy Conference, Early Childhood Institutes, and other regional trainings.

National Director of Teaching and Learning, November 2004 – June 2006

Remain abreast of current research in the academic arena, track current needs of school districts and make recommendations for the upcoming publications. Develop a series of lectures for the product development group and organize Executive Leadership Councils with membership of key educational leaders. Organize semi-annual vision forums to help Pearson Learning Group remain on the cutting edge as a supplemental educational publisher. And lastly, provide advisory support to the leadership team and the executive team of Pearson Learning Group.

National Literacy Director – February 2000 – November 2004

Provided support to large school districts and departments of education, serve as in-house Reading First Coordinator, conduct extensive staff development, collaborate with editorial and marketing, provide in-house training to sales staff on educational issues, and advise on numerous other education related issues.

Midwest Educational Consultant – July 2000 – February 2002

Provided staff development and conducted educational materials training for states in the Midwest

Fayette County School Corporation, Connersville, IN:

Director of Special Education, East Central Special Services – 1995 – 2000

Coordinated all services for special needs students in seven school districts, including all compliance issues, grant writing, budget, teacher training, due process hearings, program development, federal and state reports and funding, supervised direct report personnel and itinerant personnel. Major success: Creating training and support for teachers so special needs students passed the graduation qualifying exam.

Assistant Director of Special Education, East Central Special Services – 1993-1995

Responsible for support to schools for special needs children and parents, coordinated special needs preschool program, learning disabilities programs, and inservice training.

Adjunct Faculty, Indiana University East - Richmond, IN 1998 – 2000

Developed syllabus and overall course structure, including weekly projects, and administered all grades.

Hawaii Department of Education, Honolulu, HI 1982 - 1993

State Educational Specialist II, Mild Disabilities – 1989 – 1993

Responsible for the program of all mild disabilities and special needs preschool and the compliance areas of IEP, LRE, and FAPE. Responsible for obtaining federal funding for these areas and submitting the required budget and report documents. Conducted significant staff development, wrote portions of the state special education plan, wrote the state IEP guidelines, chaired state preschool task force and created the first statewide preschool plan for the governor. Major success: Implementation of an Inclusion Pilot Project that continued to grow each year.

District Resource Teacher – August 1988 – March 1989

Responsible for support to schools, special needs students and families in complex of schools in central Oahu area

Special Education Teacher – 1982 – 1989

High school special education teacher and department chairperson, responsible for all aspects of operation of department including scheduling, budget and compliance.

Adjunct Faculty, University of Hawaii at Maona, 1991 – 1993

Introduction to Special Education - Developed syllabus and overall course structure, including weekly projects, and administered all grades.

Lancaster-Lebanon IU #13, Lancaster County, PA – 1982-83

Special Education Teacher – 1981 – 82 School year

Multi-categorical special needs at Manheim Elementary, responsible for instructional programs, IEPs and compliance issues.

Little People's Parent Cooperative Nursery School, Manheim, PA

Part-time Preschool teacher, 1978 – 1980

Responsible providing quality early childhood educational experiences to 3 and 4 year old children.

Fayette County School Corporation, Connersville, IN

Special Education Teacher – 1973 – 1976

Multi-categorical special needs at Manheim Elementary, responsible for instructional programs, IEPs and compliance issues.

MAJOR PRESENTATIONS*

2009

National America's Choice Conference, Invited, pre-conference presenter on Making Accommodations for Struggling Readers; standard break-out sessions

2008

National America's Choice Conference, Invited, pre-conference session and standard break-out sessions.

National Association of State Directors of Special Education, October 2008; Rtl to Meet the Needs of Struggling Readers

Rochester NY, August 2008, DRA2 Institute on Data and Instruction

2007

National America's Choice Conference, Invited, Pre-conference: Using DRA to Guide Instruction; General session – What's New with DRA2?

Alabama Mega Conference, Invited; Building Good Readers One Good Habit at a Time

2006

New Jersey State Literacy Conference, Fluency: The Bridge to Comprehension, August, 2006

Alabama Mega Conference, Invited, Fluency: The Bridge to Comprehension, July 2006

Broward County FL, Invited; Guiding Administrators through Fidelity of Implementation, November 2006

Orange County FL, Invited; Building Word Power for Elementary and Middle-School Students

2005

National Council for the Teachers of English, Accepted, Inclusion: From the Eyes of Students and Teachers, November, 2005

Philadelphia Summer Institute, invited, Distinguished Speaker, June 2005

National Lexile Reading Conference – Invited, Differentiated Instruction and Spotlight on Adolescent Literacy, August 2005

New Jersey State Literacy Conference, Fluency: The Bridge to Comprehension and Spotlight on Adolescent Literacy, August 2005

National Council of Teachers of English – Accepted, Inclusion from the Eyes of the Students and Teachers after Implementation, Nov. 2005

National ASCD – Accepted, ticketed session; Coaching Special Needs Students to State Standards, April 2005

National ASCD - Accepted; Inclusion from the Eyes of Students and Teachers who Have Done It, April 2005

Council for Exceptional Children – Accepted; Helping Special Needs Students Meet State Standards, April 2005

National America's Choice Conference – invited; all-day pre-conference session, Using Data to Make Instructional Decisions, Feb. 2005,

National America's Choice Conference – invited; Using DRA Results to Improve Fluency, Vocabulary and Comprehension, Feb. 2005

Alabama Mega Conference – Accepted; Moving from Inclusion to Standards

2004

National Middle School Association – Accepted, Blueprint for Adolescent Literacy

National Council for Exceptional Children – What Children Can Teach Us About Inclusion

International Reading Association – Exhibitor's Session, Precise Solutions for Reading First

National Title 1 Conference – Fluency: A Key Component of Reading Success and Using Supplemental Materials to Support Reading First

National ASCD – Exhibitor's Session – Using Assessment Results to Drive Instruction

National America's Choice Conference – Pre-conference all-day session; Using Assessment Data to Drive Instruction; 2 breakout sessions – Developmental Reading Assessment: Focus on Instruction

Milwaukee Public Schools, Reading First - Using Non-Fiction Text to Unlock Meaning, November 9 & 10, 2004

New York City, City-wide Training, Directors and Assistant Directors of Early Childhood Programs: Building Blocks to Early Literacy, October 12, 2004

New York City, City-wide Training, Early Childhood Instructional Specialists: Making a Difference in Reading Success, October 6, 2004

New York City, Region 2 Principals' Institute: Addressing Reading Gaps: Fluency, Vocabulary and Comprehension, July 22, 2004

Tennessee State Special Education Conference – AYP: Making It Happen for Special Education Students

Brooklyn (NY) Reading Association – Fluency: The Bridge to Comprehension

Mississippi Mega Conference – Fluency: A Key Component of Reading Success

Milwaukee Public Schools – Reading First Keynote Address; Teaching is a Great Joy and a Great Responsibility

DRA and Beyond Institute – Blueprint for Adolescent Literacy, Focus for Instruction, DRA 4-8, Administrators' Luncheon

Kindergarten Literacy Institute – Stamford, CT; all-day literacy presentation

First Grade Literacy Institute – Stamford, CT; all-day literacy presentation

Georgia Leadership Conference – Macon, GA; From Inclusion to Standards and

Maximizing Understanding by Building Fluency, Vocabulary and Comprehension Skills

Midland, TX Reading Association – (scheduled) Back-to-school presentation Sept. '04

2003

International Reading Association – Exhibitor's Session – Reading First: Fulfilling Our Commitment to Children

National Indian Education Association – Using Assessment to Guide Instruction

National America's Choice Conference – Focus on Instruction, K-3 and 4-8

Milwaukee Public Schools Head Start – Early Building Blocks for Literacy

Kansas State Reading Conference – Fluency: The Key to Reading Success

Connecticut State Reading Conference – Meeting the Needs of Struggling Readers

DRA and Beyond Institute – Focus for Instruction, Administrators' Luncheon

2002

Regional IRA, Kansas – Implications of NCLB

Wisconsin State Reading Conference – Using Assessment Data to Drive Instruction; Fun with Phonemic Awareness

Kansas State Reading Conference – Meeting the Needs of the Struggling Reader

Illinois State Kindergarten Conference – Building Blocks to Early Literacy; Fun with Phonemic Awareness

Michigan State Reading Conference – Supporting Struggling Readers

Illinois State Reading Conference – Meeting the Needs of Struggling Readers; Integrating Reading and Writing Activities

2001

Regional IRA, Cincinnati – Featured Speaker; Making the Reading – Writing Connection

Indiana Association for the Education of Young Children – Building Blocks for Early Literacy

Indiana State Reading Association – The Developing Writer's Assessment; Integrating Reading and Writing for Meaningful Instruction

Michigan State Reading Association – Making the Reading Writing Connection; Connecting Assessment to Instruction

Michigan State Title 1 Conference – Making the Most of Writing; Balanced Math Assessment

South Dakota Reading Conference – Assessment Drives Instruction; The Six Dimensions of Reading

Iowa State Reading Conference – Supporting Struggling Readers; Making the Most of Writing in the Classroom

Mt. Vernon (IL) Teachers' Conference – Developing Writer's Assessment; Making the Reading – Writing Connection

Milwaukee Reading Association – Sharing the Gift of Reading

Literacy on the Lake, MO State Reading Association – Moving Assessment Results from the File Cabinet to the Lesson Plan Book; Making the Reading – Writing Connection

Cleveland Public Schools – Helping Special Needs Students Meet State Standards

* Numerous one-day trainings and presentations have also been conducted in school districts across the nation. The list is too extensive to include in this document but can be provided upon request.

PUBLICATIONS

- Response to Intervention: Increasing Focus, Increasing Achievement; December, 2006, Pearson Education
- Coordinated the development of the Pearson Learning Group Reading First Handbook for school districts; Reading First: Research, Resource and Review of Instructional Materials to meet the No Child Left Behind Act
- Under consideration – Book Manuscript; Lessons My Students Taught Me

RELATED LITERACYCONSULTATION

2001

Mosaica Charter School, Saginaw, MI – 17 days of consultation to improve reading and writing scores

Mendota Heights Schools, St. Paul, MN – 5 days of consultation in reading instruction under the Best Practices Grant

Sycamore School District, Blue Ash, OH – 5 days of consultation on implementing the Developmental Reading Assessment

2002

Mosaica Charter Schools, Saginaw, MI – 9 days of consultant to improve reading and writing scores

Mendota Heights School District, St. Paul, MN – 15 days of consultant on guided reading and strategies to improve reading under Best Practice Grant

2003

Reading First – Provided significant support to several state departments of education on Reading First grant writing and strategies for success

2004

School District of Philadelphia, From Inclusion to Standards, Accessing the Core (special education)

MEMBERSHIPS

Council for Exceptional Children

International Reading Association

National Association of State Directors of Special Education – Affiliate Member

Council for Administrators of Special Education

IRA – Teacher Awards Committee (completed term)

National Association of Federal Education Program Administrators

National Indianan Education Association

REFERENCES

References will be furnished upon request.

Laura L. Cain

(b)(6)

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PROFESSIONAL GOAL: To pursue a career opportunity which will enhance my abilities and allow me to grow personally and professionally in a corporation with excellence in education as the cornerstone.

EDUCATION

Ball State University
Ball State University

Bachelor of Arts: English, 1986

Master of Arts: Secondary Education
Administration and Supervision, 1998
Thirty Graduate Hours, 1998-2006

Purdue University/
Indiana Wesleyan
Ball State University

Twenty-Four Hours, toward Ed.D. 2011-2012

PROFESSIONAL EXPERIENCE**Fort Wayne Community Schools- Fort Wayne, Indiana: 2007- Present**

- Director of Strategic Initiatives
 - Leads School Improvement Planning for the District
 - Leads Professional Development and Assessment for the District
 - District –wide Balance Scorecard Oversight
 - Coordinated District Pilot for Teacher and Principal Evaluation, 2011-12
 - Direct report to the Superintendent
- Program Manager for the Balanced Scorecard
 - Facilitated the Board of School Trustees in Visioning
 - Implemented the Balanced Scorecard District-wide

Logansport Community School Corporation - Logansport, Indiana: 1999-2007

- Director of School to Careers
- Director of Logansport Learning Academy
- Director of the Logansport Community School Foundation
- Responsible for Public Relations for the District
- School-to-Work Coordinator for Century Career Center

Winamac Community School Corporation - Winamac, Indiana: 1992-1999

- Language Arts Teacher
- PBA Chairperson

Southeastern School Corporation - Walton, Indiana: 1989-1992

- Language Arts Teacher
- Coach: Girls Swimming, Varsity Cheerleading, Jr. High Track and Field

PROFESSIONAL BOARDS, COMMITTEES, AND COMMUNITY MEMBERSHIPS**Past Membership:**

- Purdue University Advisory Committee, Leadership Development Program
- United Way of Cass County Marketing Chairperson
- Chamber of Commerce Education Committee
- Rotary of Cass County, Board Member two years
- Logansport Health Education Board Member
- Junior Achievement Board Member
- Light Up Logansport Parade Committee Member
- Make a Difference Day Committee Co-Chairman
- All Saints Parish Capital Projects Committee
- Breaking the Cycle Committee
- All Saints Parish Principal Search Committee
- Cass County Vision 2003 Committee Member
- Professional Standards Board Licensure Task Force Member, IDOE
- Cass County Community Foundation

PROFESSIONAL DEVELOPMENT

- National School Board Association Presenter, 2009
- Leadership Development Program Conference Chairperson
- District Alternative Education Professional Development
- Indiana Urban School Conference Presenter
- Internal Professional Development: Grant Writing, Secretary In-Service, Administrative Public Relations
- Federal Grant Co-Writer- Smaller Learning Communities Grant, \$369,000
- Federal Grant Co-Writer- Safe and Drug Free Schools. \$557,539

JOB DESCRIPTIONS

- PROJECT DIRECTOR
- PRINCIPLE COACH
- LEADERSHIP INTERN
- MASTER TEACHER
- MENTOR TEACHER

Position: Project Director, Teacher Incentive Fund Program
Employer: Fort Wayne Community Schools, Fort Wayne, IN
Duration: October 1, 2012 through September 30, 2017

Description: *REAL-Rewarding Educators & Academic Leaders*, is a federal *Teacher Incentive Fund* grant program that provides financial support to develop and implement effectiveness-based Human Capital Management Systems, Educator Evaluation Systems and sustainable Performance-Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in high-need schools. *REAL* is designed to help Fort Wayne Community Schools increase educator effectiveness and student achievement.

Minimum Requirements:

- ◆ Masters degree in Education, Administration, Special Education or related field;
- ◆ Minimum of 10 years experience in classroom instruction and / or school administration;
- ◆ Experience implementing Human Capital Management and Educator Evaluation Systems;
- ◆ Experience in federal grants management;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Experience in budget administration and/or financial management;
- ◆ Excellent written and verbal communication skills; and

Primary Activities / Responsibilities:

- ◆ Manage grant funds to implement *REAL*;
- ◆ Organize Human Capital Management Systems, Educator Evaluation Systems and Professional Development to implement *REAL* in high-needs elementary, middle and high schools;
- ◆ Schedule professional development as components of Teacher and Principal Targeted Support Plans;
- ◆ Facilitate communication between stakeholders, including district administrators, school principals / assistant principals, teachers, union representatives, community partners and program staff;
- ◆ Coordinate and serve as member of Advisory Board;
- ◆ Prepare / distribute evaluation materials to assess progress of program and solicit feedback;
- ◆ Cooperate with evaluation team to conduct rigorous program evaluation;
- ◆ Complete Annual Progress Reports in compliance with Federal government regulations; and
- ◆ Complete grant duties as needed to facilitate full implementation.

Position: Principal Coach, Teacher Incentive Fund Program
Employer: Fort Wayne Community Schools, Fort Wayne, IN
Duration: October 1, 2012 through September 30, 2017

Description: *REAL-Rewarding Educators & Academic Leaders*, is a federal *Teacher Incentive Fund* grant program that provides financial support to develop and implement effectiveness-based Human Capital Management Systems, Educator Evaluation Systems and sustainable Performance-Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in high-need schools. *REAL* is designed to help Fort Wayne Community Schools increase educator effectiveness and student achievement.

Minimum Requirements:

- ◆ Masters degree in Education, Administration, Special Education or related field;
- ◆ Superintendent or School Principal certificate;
- ◆ Minimum of 10 years experience in elementary, middle or high school administration;
- ◆ Experience implementing Human Capital Management and Educator Evaluation Systems;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Experience coaching best practices and / or research-based academic leadership strategies;
- ◆ Excellent written and verbal communication skills; and

Primary Activities / Responsibilities:

- ◆ Provide daily school-embedded coaching to FWCS elementary, middle and high school principals / assistant principals;
- ◆ Provide job-embedded training to FWCS Leadership Interns on key school management and academic leadership topics;
- ◆ Model effective use of *Indiana Teacher Effectiveness Rubric* and *Indiana Principal Effectiveness Rubric*;
- ◆ Collaborate with FWCS central administrators to assess strengths and weaknesses of *Teacher Systems of Support* and *Principal Systems of Support* to promote continuous improvement of Human Capital Management Systems;
- ◆ Cooperate with evaluation team to conduct rigorous program evaluation;
- ◆ Support project staff through implementation and evaluation of *REAL*.

Position: Leadership Intern, Teacher Incentive Fund Program
Employer: Fort Wayne Community Schools, Fort Wayne, IN
Duration: October 1, 2012 through September 30, 2017

Description: *REAL-Rewarding Educators & Academic Leaders*, is a federal *Teacher Incentive Fund* grant program that provides financial support to develop and implement effectiveness-based Human Capital Management Systems, Educator Evaluation Systems and sustainable Performance-Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in high-need schools. *REAL* is designed to help Fort Wayne Community Schools increase educator effectiveness and student achievement.

Minimum Requirements:

- ◆ Masters degree in Education, Administration, Special Education or related field;
- ◆ School Principal certificate;
- ◆ Desire to fill administrative position in a FWCS elementary, middle or high school;
- ◆ Willingness to commit to a two-year administrative training program;
- ◆ Outstanding academic record with minimum cumulative GPA of 3.5;
- ◆ Evidence of educator effectiveness in previous instructional or school leadership position;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Excellent written and verbal communication skills; and

Primary Activities / Responsibilities:

- ◆ Participate in daily school-embedded coaching led by FWCS elementary, middle and high school principals;
- ◆ Complete job-embedded training offered by FWCS Principal Coaches on key school management and academic leadership topics;
- ◆ Complete training modules in: academic leadership; school climate leadership; school budgeting and business leadership and staff / faculty management leadership;
- ◆ Participate in modeling exercises utilizing *Indiana Teacher Effectiveness Rubric* and *Indiana Principal Effectiveness Rubric*;
- ◆ Complete extensive professional development to hone skills and master research-based instructional leadership strategies;
- ◆ Job-shadow *Highly Effective* school principals to gain competencies needed to implement effectiveness-based Human Capital Management and Educator Evaluation Systems;
- ◆ Cooperate with evaluation team to conduct rigorous program evaluation;
- ◆ Support project staff through implementation and evaluation of *REAL*.

Position: Master Teacher, Teacher Incentive Fund Program
Employer: Fort Wayne Community Schools, Fort Wayne, IN
Duration: October 1, 2012 through September 30, 2017

Description: *REAL-Rewarding Educators & Academic Leaders*, is a federal *Teacher Incentive Fund* grant program that provides financial support to develop and implement effectiveness-based Human Capital Management Systems, Educator Evaluation Systems and sustainable Performance-Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in high-need schools. *REAL* is designed to help Fort Wayne Community Schools increase educator effectiveness and student achievement.

Minimum Requirements:

- ◆ Masters degree in Primary or Secondary Education, Special Education or related field;
- ◆ Minimum 5 years classroom instructional experience;
- ◆ Mastery in one of four Common Core subjects (ELA, Math, Science, Social Studies);
- ◆ Minimum two consecutive years of *Highly Effective* rating based on FWCS *Teacher System of Support* and *Indiana Teacher Effectiveness Rubric*;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Excellent written and verbal communication skills; and

Primary Activities / Responsibilities:

- ◆ Collaborate with district curriculum leaders to align school instructional practices to Common Core standards and performance expectations;
- ◆ Train classroom teachers on Common Core standards;
- ◆ Provide lesson planning guidance to ensure integration of Common Core standards in daily lessons and classroom instructional plans;
- ◆ Work with teachers assigned *Improvement Needed* and *Ineffective* performance ratings to promote improved instructional practice and improved student outcomes;
- ◆ Model, coach, team-teach with lower performing teachers to promote improvement;
- ◆ Coordinate and lead school-wide *REAL Teacher Forums*;
- ◆ Cooperate with evaluation team to conduct rigorous program evaluation;
- ◆ Support project staff through implementation and evaluation of *REAL*.

Position: Mentor Teacher, Teacher Incentive Fund Program
Employer: Fort Wayne Community Schools, Fort Wayne, IN
Duration: October 1, 2012 through September 30, 2017

Description: *REAL-Rewarding Educators & Academic Leaders*, is a federal *Teacher Incentive Fund* grant program that provides financial support to develop and implement effectiveness-based Human Capital Management Systems, Educator Evaluation Systems and sustainable Performance-Based Compensation Systems (PBCSs) for teachers, principals, and other personnel in high-need schools. *REAL* is designed to help Fort Wayne Community Schools increase educator effectiveness and student achievement.

Minimum Requirements:

- ◆ Masters degree in Primary or Secondary Education, Special Education or related field;
- ◆ Minimum 5 years classroom instructional experience;
- ◆ Minimum two consecutive years of *Highly Effective or Effective* rating based on FWCS *Teacher System of Support* and *Indiana Teacher Effectiveness Rubric*;
- ◆ Ability to work in collaboration with multiple schools and administrators;
- ◆ Excellent written and verbal communication skills; and

Primary Activities / Responsibilities:

- ◆ Collaborate with Master Teachers to integrate of Common Core standards and performance expectations in classroom instruction across all grade levels;
- ◆ Partner with low-performing teachers assigned *Improvement Needed* and *Ineffective* to provide classroom-embedded coaching and modeling to improve low-performing teacher mastery of vital professional performance standards;
- ◆ Mentor *Improvement Needed* and *Ineffective* teachers as they complete professional development to improve instructional competencies;
- ◆ Connect mentees with enrichment materials, classroom learning tools and online resources to help mentees increase professional performance and student performance;
- ◆ Participate in school-wide *REAL Teacher Forums*;
- ◆ Cooperate with evaluation team to conduct rigorous program evaluation;
- ◆ Support project staff through implementation and evaluation of *REAL*.

ORGANIZATIONAL FLOW CHART

Fort Wayne Community Schools
REAL: Rewarding Educators & Academic Leaders

<u>Strategy 1: Human Capital Management System (HCMS)</u>		<u>Strategy 2: Performance-Based Compensation System (PBCS)</u>		<u>Strategy 3: Professional Development</u>	
<u>Element 1:</u> Teacher HCMS	<u>Element 2:</u> Principal HCMS	<u>Element 1:</u> Teacher PBCS	<u>Element 2:</u> Administrator PBCS	<u>Element 1:</u> Teacher Professional Development	<u>Element 2:</u> Administrator Professional Development
Teacher System of Support	Principal System of Support	Teacher System of Support™	Principal System of Support™	Master Teacher Support	Principal Coaching
Teacher Targeted Support Plan	Principal Targeted Support Plan	RISE Indiana Teacher Effectiveness Rubric	RISE Indiana Principal Effectiveness Rubric	Mentor Teacher Support	Academic Leadership Internship
				Pyramids of Success Tier I – III Professional Development	Pyramids of Success Tier I – III Professional Development

PRINCIPAL EFFECTIVENESS RUBRIC



Indiana Department of Education

Indiana Principal Effectiveness Rubric

FINAL DRAFT (completed August 3, 2011)

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM! The rubric will be tested in the RISE pilot corporations in 2011-2012 and modified based on feedback. However, because IDOE understands the high level of interest across the state with regard to evaluations, we elected to share this DRAFT to give educators an in-depth look at the basic components of what a principal evaluation rubric **can** look like. The IDOE **will not** require any Indiana school to use this or any specific evaluation tool. While local leaders may adopt this model rubric as is if they so choose, IDOE recruited educators from across the state to develop this model to support local corporations in crafting the best possible evaluation rubric to meet the needs of both students and professionals. IDOE will release the **FINAL** version of this model rubric when collaboration with teachers, administrators, and other education stakeholders is complete.

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	b. Domain 2: Leadership Actions	11
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PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM! The rubric will be tested in the RISE pilot corporations in 2011-2012 and modified based on feedback. However, because IDOE understands the high level of interest across the state with regard to evaluations, we elected to share this DRAFT to give educators an in-depth look at the basic components of what a principal evaluation rubric can look like. The IDOE will not require any Indiana school to use this or any specific evaluation tool. While local leaders may adopt this model rubric as is if they so choose, IDOE recruited educators from across the state to develop this model to support local corporations in crafting the best possible evaluation rubric to meet the needs of both students and professionals. IDOE will release the **FINAL** version of this model rubric when collaboration with teachers, administrators, and other education stakeholders is complete.

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

DRAFT—8/3/2011

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While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First’s *Professional Growth Plan for School Principals*
- CHORUS’s *Hallmarks of Excellence in Leadership*
- Clay Christensen’s *Disrupting Class*
- Discovery Education’s *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves’ *Leadership Performance Matrix*
- Gallup’s *Principal Insight*
- ISLLC’s *Educational Leadership Policy Standards*
- Kim Marshall’s *Principal Evaluation Rubrics*
- KIPP’s *Leadership Competency Model*
- Mass Insight’s *HHPH Readiness Model*
- National Board’s *Accomplished Principal Standards*
- New Leaders for New Schools’ *Urban Excellence Framework*
- NYC Leadership Academy’s *Leadership Performance Standards Matrix*
- Public Impact’s *Turnaround Leaders Competencies*
- Todd Whitaker’s *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:
 Domain 1: Teacher Effectiveness
 Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals much focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles¹:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

¹ Informed by The New Teacher Project's *The Widget Effect* (2009).
DRAFT-8/3/2011

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Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager				
1.1.1	<p>Hiring and retention</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating a ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions²; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	<p>Evaluation of teachers</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

² For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM! The rubric will be tested in the RISE pilot corporations in 2011-2012 and modified based on feedback. However, because IDOE understands the high level of interest across the state with regard to evaluations, we elected to share this DRAFT to give educators an in-depth look at the basic components of what a principal evaluation rubric can look like. The IDOE will not require any Indiana school to use this or any specific evaluation tool. While local leaders may adopt this model rubric as is if they so choose, IDOE recruited educators from across the state to develop this model to support local corporations in crafting the best possible evaluation rubric to meet the needs of both students and professionals. IDOE will release the FINAL version of this model rubric when collaboration with teachers, administrators, and other education stakeholders is complete.

REAL - Rewarding Educators & Academic Leaders

OTHER ATTACHMENTS

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	Principal orchestrates professional learning opportunities by: <ul style="list-style-type: none"> – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results. 	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by: <ul style="list-style-type: none"> – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4 Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	Principal <u>does not</u> develop leadership and talent by: <ul style="list-style-type: none"> – Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	Principal delegates tasks and responsibilities appropriately by: <ul style="list-style-type: none"> – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed. 	Principal delegates tasks and responsibilities appropriately by: <ul style="list-style-type: none"> – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed. 	Principal <u>does not</u> delegate tasks and responsibilities appropriately by: <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignment ³	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> - Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; - Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> - Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	Principal <u>does not</u> use staff placement to support instruction by: <ul style="list-style-type: none"> - Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	Principal addresses teachers in need of improvement or ineffective by: <ul style="list-style-type: none"> - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	Principal addresses teachers in need of improvement or ineffective by: <ul style="list-style-type: none"> - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	Principal <u>does not</u> address teachers in need of improvement or ineffective by: <ul style="list-style-type: none"> - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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³ This indicator obviously assumes there is ability of leader to make these decisions.

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1.2 Instructional Leadership					
1.2.1	Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices. 	<p>Principal <u>does not</u> support teacher collaboration by:</p> <ul style="list-style-type: none"> Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning				
1.3.1	Planning and Developing Student Learning Objectives At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; Revisiting the use and design of teacher and school-wide tracking tools. 	Principal supports the planning and development of Student Learning Objectives (SLOs) by: <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress, utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	Principal supports the creation of Student Learning Objectives (SLOs) by: <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	Principal <u>does not</u> support the creation of Student Learning Objectives by: <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	Rigorous Student Learning Objectives At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	Principal creates rigor in SLOs by: <ul style="list-style-type: none"> Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student performance is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	Principal creates rigor in SLOs by: <ul style="list-style-type: none"> Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	Principal creates rigor in SLOs by: <ul style="list-style-type: none"> Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.
1.3.4	Instructional At Level 4, a principal fulfills the criteria for	Principal supports instructional time by:	Principal supports instructional time by:	Principal <u>does not</u> support instructional time by:

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time	<p>Level 3 and additionally:</p> <ul style="list-style-type: none"> - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<ul style="list-style-type: none"> - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<ul style="list-style-type: none"> - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<ul style="list-style-type: none"> - Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.
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Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1	Professionalism At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; - Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: - Modeling professional, ethical, and respectful behavior at all times; - Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: - Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; - Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does not support professionalism by: - Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; - Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; - Monitoring use of time to identify areas that are not effectively utilized;	Principal manages time effectively by: - Establishing yearly, monthly, weekly, and daily priorities and objectives; - Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: - Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; - Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: - Rarely or never establishing timely objectives or priorities; - Regularly prioritizing activities unrelated to student achievement;
2.1.3	Using feedback to improve student performance At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be	Principal uses feedback to improve student performance by: - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal does not use feedback to improve student performance by: - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities.

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2.1.3	Using feedback to improve student performance	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success;

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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2.2 Building Relationships					
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	Principal creates an organizational culture of urgency by: <ul style="list-style-type: none"> Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations. 	Principal creates an organizational culture of urgency by: <ul style="list-style-type: none"> Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations. 	Principal <u>does not</u> create an organizational culture of urgency by: <ul style="list-style-type: none"> Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc.; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication. 	Principal <u>does not</u> skillfully and clearly communicate by: <ul style="list-style-type: none"> Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Guides others through change and addresses resistance to that change; Monitors the success of strategies and revises based on strengths and weaknesses; Creates cultural changes that reflect and support building a consensus for change. 	Principal creates a consensus for change and improvement by: <ul style="list-style-type: none"> Using effective strategies to work toward a consensus for change and improvement; Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	Principal creates a consensus for change and improvement by: <ul style="list-style-type: none"> Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	Principal <u>does not</u> create a consensus for change and improvement by: <ul style="list-style-type: none"> Failing to identify areas in which agreement and/or consensus is necessary; Rarely or never managing or developing a process for change and/or improvement; Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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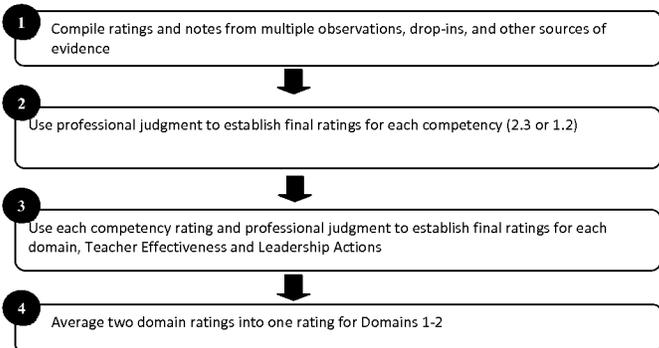
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2.3 Culture of Achievement					
2.3.1	High expectations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state's highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; - Empowering students to set high and demanding expectations for themselves; - Ensuring that students are consistently learning, respectful, and on task; - Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; - Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>Principal <u>has not established</u> academic rigor by:</p> <ul style="list-style-type: none"> - Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; - Consistently sets and abandons ambitious academic goals.
2.3.3	Data usage in teams	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. 	<p>Principal <u>does not utilize</u> data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



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1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision. At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

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4

Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score.

$3+2/2=2.5$ final practice score

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

TEACHER EFFECTIVENESS RUBRIC

Indiana Department of Education



2011-2012 PILOT VERSION

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DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

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<p>1.4</p>	<p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
<p>1.5</p>	<p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

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DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p>	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p>	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p>
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p>
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions..

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.3:</p> <p>Engage students in academic content</p>	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students - Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <hr/> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <hr/> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <hr/> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <hr/> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds”, providing visual cues, etc.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p>	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p>
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students’ interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student’s level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom’s taxonomy (using words such as “analyze”, “classify”, “compare”, “decide”, “evaluate”, “explain”, or “represent”)
 - Asking students to explain their reasoning, why they are learning something, or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge
 - Posing a question that increases the rigor of the lesson content
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

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Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <hr/> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <hr/> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <hr/> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <hr/> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and displays high quality academic work 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

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

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DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

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<p>3.4</p>	<p>Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
<p>3.5</p>	<p>Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

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Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

REAL: Rewarding Educators & Academic Leaders					
Applicant and Fiscal Agent: Fort Wayne Community Schools					
BUDGET DETAIL					
BUDGET CATEGORY	Year 1	Year 2	Year 3	Year 4	Year 5
1. PERSONNEL					
a. REAL Project Director (PD) - A full-time (1.0 FTE) professional with a diverse background and strong organizational skills will coordinate the day-to-day operation of the REAL grant project. (See job description in Appendix). Duties will include: coordinating the implementation of all grant programming, facilitating and sustaining collaborating partnerships, managing implementation of Human Capital Management System / Performance-Based Compensation System / Professional Development, documenting all aspects of the work performed by each partner so that replicability and sustainability occur and monitoring completion of annual reports and meaningful evaluation. Year 1 starting salary of \$98,000 with a 2% annual increase.	98,000	99,960	101,959	103,998	106,078
b. REAL Principal Coaches - Four full-time (4.0 FTE) professionals with a school leadership background and strong organizational skills will provide daily coaching to FWCS principals and school administrators (See job description in Appendix). Duties will include: Year 1 starting salary of \$95,000 with a 2% annual increase (4 coaches x \$95,000 per Year 1 = \$380,000).	380,000	387,600	395,352	403,259	411,324

<p>c. Performance-Based Compensation - Funds will be used to provide performance-based compensation allocations to both teachers (total teachers in districts schools = 1,919) and administrators (total principals in district schools = 240) based on ratings derived from the RISE Indiana Effectiveness Rubric. On average, the district anticipates 75% of teachers and administrators will attain <i>Highly Effective</i> (25%) and <i>Effective</i> (50%) performance levels. <u>Teachers</u>: funds for educators achieving <i>Highly Effective</i> (480 teachers x \$3,000 per teacher = \$1,440,000) and <i>Effective</i> ratings (960 teachers x \$2,250 per teacher = \$2,160,000); <u>Administrators</u>: funds for building principals / administrators achieving <i>Highly Effective</i> (60 principals x \$5,000 per principal = \$300,000) and <i>Effective</i> ratings (120 principals x \$3,750 per principal = \$450,000). Total annual allocations = \$4,350,000.</p>	4,350,000	4,350,000	4,350,000	4,350,000	4,350,000
<p>c. REAL Administrative Interns - Funds will be used to hire prospective principals / school administrators to participate in the <i>REAL Administrator Internship</i> program. Funds will supplement the current FWCS Administrator Internship program by expanding the training from one year to two years and expanding capacity from six Interns to ten Interns. Funds will be divided across two categories: 1. Pay Supplement for District-funded Interns (6 district interns x \$10,000 per year = \$60,000) and 2. <i>REAL</i>-funded Interns (4 <i>REAL</i> interns x \$75,000 per year = \$300,000). Total annual funds = \$360,000 per year.</p>	360,000	360,000	360,000	360,000	360,000
<p>c. REAL Accounting Supervisor - A full-time (1.0 FTE) finance professional with a school accounting background and strong organizational skills will provide budget oversight and fiscal management during five year project to ensure</p>	41,434	42,263	43,108	43,970	44,849

efficient, timely and appropriate expenditure of grant funds. Year 1 starting salary of \$41,434 with a 2% annual increase.					
d. <u>REAL Administrative Assistant</u> - A full-time (1.0 FTE) administrative assistant with a school accounting background and strong organizational skills will provide budget oversight and fiscal management during five year project to ensure efficient, timely and appropriate expenditure of grant funds. Year 1 starting salary of \$41,434 with a 2% annual increase.	41,434	42,263	43,108	43,970	44,849
Subtotal Personnel	5,270,868	5,282,085	5,293,527	5,305,198	5,317,102
2. FRINGE BENEFITS					
a. <u>Standard, county government fringe benefits package</u> - "required by state and federal law." This package includes 22% of the gross salary for REAL project personnel and all honoraria. The fringe benefits package includes: FICA (social security), State Retirement, Federal and State Unemployment (FUTA and SUTA), Medical Insurance, a small life policy, Workman's Compensation and Medicare deduction.	1,563,511	1,565,979	1,568,496	1,571,063	1,573,682
Subtotal Fringe Benefits	1,563,511	1,565,979	1,568,496	1,571,063	1,573,682
3. TRAVEL					
a. <u>Required Project Travel</u> - Includes funds for two mandatory, annual conferences. <i>TIF Grantee Meeting</i> : 3 staff members (including REAL PD) x 4 days x \$270 per diem + \$500 per person for air travel = \$4,740 per year. <i>TIF Topical Meeting</i> : 2 staff members (including REAL PD x 4 days x \$270 per diem + \$500 per person for air travel = \$3,160 per year. Total travel for mandatory conferences: \$7,900 per year.	7,900	7,900	7,900	7,900	7,900
b. <u>Regional Travel</u> - Funds will be used to reimburse project personnel for local / regional travel between school sites and to local / regional conferences (25,000 miles per year x \$0.51 per mile = \$12,750 per year).	12,750	12,750	12,750	12,750	12,750

<i>Subtotal Travel</i>	20,650	20,650	20,650	20,650	20,650
4. SUPPLIES					
a. <u>Program Supplies</u> - Includes funds used in the implementation and execution of <i>REAL</i> to include, but not be limited to: administrative materials (\$425); Administrative Internship supplies (\$250), professional development supplies (\$550), instructional / leadership books (\$350) and master teacher supplies (\$475) and Evaluation Rubric supplies (\$750). Total \$2,800 per year per school x 48 school sites = \$134,400 per year.	134,400	134,400	134,400	134,400	134,400
b. <u>Technology Supplies</u> - Includes funds purchase notebook computer and iPads for the Project Director and Principal Coaches to facilitate implementation of <i>Systems of Support</i> and <i>Principal / Teacher Effectiveness Rubrics</i> across 48 district sites. Funds will also purchase iPads for each Leadership Inter during the five-year project. Notebook Computers (Year 1): (5 computers x \$1,300 per computer = \$6,500); iPads (Years 1 - 5): (20 iPads x \$600 per iPad = \$12,000 per year). Year 1 Total = \$18,500; Years 2 - 5 Total = \$12,000.	18,500	12,000	12,000	12,000	12,000
c. <u>Technology Licenses</u> - Funds will be used to provide district-wide software licenses for the <i>eWalk</i> software application designe to provide instantaneous / wireless transfer of observational data to teachers and principals. Total annual cost = \$17,785 for district access.	17,785	17,785	17,785	17,785	17,785
<i>Subtotal Supplies</i>	170,685	164,185	164,185	164,185	164,185
5. CONTRACTUAL					

<p><u>a. Professional Development: Ball State University</u> - Funds will allow Fort Wayne Community Schools to partner with Ball State University to develop <i>Just-In-Time</i> online modules to help educators improve annual performance ratings and strengthen instructional weakness. Modules will be aligned to Common Core standards and serve all education levels - elementary school, middle school, high school. Costs include all learning materials, consultant fees and proprietary licenses (19 modules x \$6,325 per module = \$120,175 per year for tuition and fees plus development costs).</p>	120,175	120,175	120,175	120,175	120,175
<p><u>b. Professional Development: The Leadership and Learning Center</u> - Funds will allow Fort Wayne Community Schools to contract with The Leadership and Learning Center to provide training to all administrators and teachers across all grade levels on newly adopted Common Core standards and performance expectations - Year 1 Elementary Schools: (32 elementary schools x \$3,550 per school = \$113,600); Year 2 Middle Schools: (11 middle schools x \$3,550 per school = \$39,050); Year 3 High Schools: (5 high schools x \$3,550 = \$17,750) Year 4 Administrator Training: (3 education levels x \$5,875 per level = \$17,625); Year 5 Master Teacher and Curriculum Leader Training: (3 education levels x \$5,875 per level = \$17,625). Costs include all learning materials, consultant fees and proprietary licenses (if applicable).</p>	113,600	39,050	17,750	17,625	17,625
<p><u>c. Professional Development: The New Teacher Project</u> - Funds will allow Fort Wayne Community Schools to contract with The New Teacher Project to provide instructional effectiveness training for all teachers, including those serving special populations (students with disabilities, ELL, etc.). Total annual costs: (325 teachers per year x \$225 per teacher =</p>	73,125	73,125	73,125	73,125	73,125

<p>\$73,125 per year). Costs include all learning materials, consultant fees and proprietary licenses (if applicable).</p>					
<p><u>d. Professional Development: Corwin</u> - Funds will allow Fort Wayne Community Schools to contract with Corwin to provide coaching and training to implement <i>Pyramid of Success</i> and leadership training to help administrators implement a structured professional development management strategy for teachers, principals, interns and Master/Mentor teachers. Total annual costs: (275 instructional leaders per year x \$330 per participant = \$90,750 per year). Costs include all learning materials, consultant fees and proprietary licenses (if applicable).</p>	<p>90,750</p>	<p>90,750</p>	<p>90,750</p>	<p>90,750</p>	<p>90,750</p>
<p><u>e. Professional Development: Learning Forward Kay Psencik</u> - Funds will allow Fort Wayne Community Schools to contract with Kay Psencik of Learning Forward to provide coaching and mentoring training for Principal Coaches, Leadership Interns, Master Teachers and Mentor Teachers. Total annual costs: (275 instructional leaders per year x \$425 per participant = \$116,875 per year). Costs include all learning materials, consultant fees and proprietary licenses (if applicable).</p>	<p>116,875</p>	<p>116,875</p>	<p>116,875</p>	<p>116,875</p>	<p>116,875</p>

<p><i>f. External Evaluation/Consultation</i> - Funds will be used to contract with an experienced research/ evaluation organization to provide process/outcome evaluation of <i>REAL</i> -- including detailed measurement of multiple performance indicators, GPRA measures and monitoring of multiple strategies impacting district, school, principal, teacher and student performance. Expenses are approximately 3.5% of total requested funds and include consultant fees for evaluators, statisticians, research assistants, travel, office and computer-related expenses. Evaluation will serve 48 schools and the FWCS central administration (\$7,300 per site x 49 total sites = \$357,700). The organization will also provide special management, program and technical assistance as part of this fee to deliver services and consultation that local personnel cannot provide. Technical Assistance will include but will not be limited to planning activities, budgeting, implementation guidance, research, problem-solving and partner communications. Evaluation/technical assistance services will include activities that impact all targeted schools. Fort Wayne Community Schools lacks internal resources / expertise / capacity to conduct objective project evaluation.</p>	357,700	357,700	357,700	357,700	357,700
<p><i>Subtotal Contractual</i></p>	872,225	797,675	776,375	776,250	776,250
<p>6. OTHER</p>					
<p><i>a. Honoraria: Master Teachers</i> - Funds will allow Fort Wayne Community Schools to compensate specially trained Master Teachers in all core academic subjects to provide instructional leadership in <i>REAL</i> schools. Annual Master Teacher honoraria of \$3,000 will be paid upon completion of annual assignments (196 Master Teachers [1 per core subject per school] x \$3,000 per teacher = \$588,000 per year).</p>	588,000	588,000	588,000	588,000	588,000

<p><i>b. Honoraria: Mentor Teachers</i> - Funds will allow Fort Wayne Community Schools to compensate specially trained Mentor Teachers to provide instructional assistance to first year and lower-performing teachers educating Fort Wayne youth. Annual New Teacher Mentor honoraria of \$3,000 will be paid upon completion of annual assignments (7 Mentors per school x 48 schools x \$3,000 per Mentor = \$1,008,000 per year).</p>	1,008,000	1,008,000	1,008,000	1,008,000	1,008,000
<p><i>c. Honoraria: Professional Development</i> - Funds will allow Fort Wayne Community Schools to compensate principals and teachers for completing professional development activities that occur outside of normal school year and school day (50 professional development days per school x 48 schools x \$100 per day = \$240,000 per year).</p>	240,000	240,000	240,000	240,000	240,000
<p style="text-align: right;"><i>Subtotal Other</i></p>	1,836,000	1,836,000	1,836,000	1,836,000	1,836,000
<p>7. TOTAL DIRECT COSTS (lines 1-6)</p>	\$9,733,939	\$9,666,574	\$9,659,233	\$9,673,346	\$9,687,869
<p>8. INDIRECT COSTS (State-Approved Rate of 2.72%)</p>	264,763	262,931	262,731	263,115	263,510
<p>9. TOTAL COSTS (Direct + Indirect Costs)</p>	\$9,998,702	\$9,929,505	\$9,921,964	\$9,936,461	\$9,951,379

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Fort Wayne Community Schools
Applicant's DUNS Name:	0743074630000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Fort Wayne Community Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	5,270,868.00	5,282,085.00	5,293,527.00	5,305,198.00	5,317,102.00	26,468,780.00
2. Fringe Benefits	1,563,511.00	1,565,979.00	1,568,496.00	1,571,063.00	1,573,682.00	7,842,731.00
3. Travel	20,650.00	20,650.00	20,650.00	20,650.00	20,650.00	103,250.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	170,685.00	164,185.00	164,185.00	164,185.00	164,185.00	827,425.00
6. Contractual	872,225.00	797,675.00	776,375.00	776,250.00	776,250.00	3,998,775.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,836,000.00	1,836,000.00	1,836,000.00	1,836,000.00	1,836,000.00	9,180,000.00
9. Total Direct Costs (lines 1-8)	9,733,939.00	9,666,574.00	9,659,233.00	9,673,346.00	9,687,869.00	48,420,961.00
10. Indirect Costs*	264,763.00	262,931.00	262,731.00	263,115.00	263,510.00	1,317,050.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	9,998,702.00	9,929,505.00	9,921,964.00	9,936,461.00	9,951,379.00	49,738,011.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Indiana Department of Education

The Indirect Cost Rate is 2.72 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Fort Wayne Community Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)