

EASTLAND TEACHER EVALUATION PLAN

2016-17 Teacher Evaluation Plan
Eastland CUSD #308

Revised by the Joint Evaluation Committee
and
For Approval by the Eastland Board of Education
August 24, 2016

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PURPOSE

The Eastland CUSD #308 Evaluation Instrument was designed to enhance professional practices of educators so as to improve student learning. Its purpose is to promote the *continuous development of teachers' knowledge and skills* through a common understanding of effective teaching and meaningful reflective practice.

The goals of an evaluation are to:

- o improve teaching effectiveness as measured by student outcomes,*
- o support teachers' potential as professionals,*
- o define performance standards for all teachers in the district,*
- o promote meaningful dialog between professional educators concerning teacher performance,*
- o provide teachers with meaningful feedback regarding their strengths and areas for improvement,*
- o identify and recognize exemplary teaching practices,*
- o support the District Vision.*

WRITTEN NOTICE

The electronic distribution of this plan on or before the first day of each school term will serve as the required written notice from Eastland CUSD #308 to all certified staff communicating 1) that a performance evaluation will be conducted during the school term for each affected teacher or specialist, and 2) the manner in which professional practice and student growth will be used in that evaluation to assign a performance rating. Furthermore, distribution of this plan is to serve as written notice that the District will follow the provisions for professional development or remediation of teachers who receive a "needs improvement" or "unsatisfactory" rating as outlined in the Illinois School Code.

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PEER EVALUATION

1st and 2nd year non-tenured teachers will be evaluated annually by a qualified peer evaluator using the same professional practice evaluation tool as the building principal (3rd and 4th year teachers if requested). The protocols for this peer evaluation will be as follows:

1. Peer evaluators will conduct one (1), formal observation (including a pre-observation conference, the observation, and a post-observation conference) with each non-tenured teacher on a date after the first formal observation, but before the second formal observation conducted by the building principal.
2. All peer evaluators will successfully complete the same pre-qualifier training required of building principals.
3. Peer evaluators will conduct their formal observation without the building principal present; they will conduct a post-evaluation conference with the non-tenured teacher within five days. The principal will not be present for the post-evaluation conference, and the peer evaluator and principal will not discuss the observation or the post-evaluation conference.
4. Peer evaluator ratings will ***not*** be averaged into the final summative rating of the non-tenured teacher.
5. The third formal observation rating and final summative rating for each non-tenured teacher will be the building principal's responsibility.
6. When possible, evaluators will be selected to observe non-tenured teachers who are teaching students at grade levels different from those taught by the peer evaluator.
7. Peer evaluators will be selected based on previous summative ratings of Excellent.
8. Peer evaluators will be compensated for summer training and observations at a per/observation rate agreed upon and consistent among evaluators.

EVALUATION PROTOCOL - TEACHERS

Step 1: The evaluator schedules formal observation dates / times in accordance with state and federal law. Informal evaluation dates / time will not be scheduled in advance. If informal evaluation data will be used as evidence in determining a final summative rating, the evaluator will provide written notice of that evidence with 10 days of the observation.

Tenured Teacher
w/ rating of Proficient or Excellent on
Previous Evaluation

Tenured Teacher
w/ rating of Needs Improvement or
Unsatisfactory on Previous Evaluation

Non-Tenured Teacher

A minimum of two observations required every two years; one of which must be a formal observation.

A minimum of three observations required in the year immediately following the year in which

A minimum of three observations in the year, two of which must be formal observations.

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"unsatisfactory" or "needs improvement" was assigned, two of which must be formal observations.

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- Step 2: The certified staff member completes a pre-conference sheet prior to each observation
- A. All staff will submit the sheet and complete a pre-observation conference with their building administrator.
- Step 3: The administrator conducts a formal observation
- A. using the approved Eastland instrument with a rating scale for each component
 - B. using framework descriptors to decide which rating to assign to each component
 - C. the observation must be at least:
 - 1) 45 min. in length, or
 - 2) one (1) full lesson in length, or
 - 3) one (1) full period in length
- Step 4: After the observation, the certified staff member completes the approved written reflection and submits it to the administrator within three (3) school days.
- Step 5: Using the written reflection and observation notes, the administrator completes the formative evaluation instrument.
- Step 6: Within nine (9) school days of the formal observation, the administrator holds a post-observation conference with the certified staff member.
- Step 7: Repeat steps 1-5 for the second formal observation.
- Step 8: After the second formal observation, the administrator completes a second formative instrument, and the approved final summative evaluation instrument. During the post-observation conference, the teacher and administrator will discuss component and summative ratings. At the conclusion of the conference, a teacher who disagrees with his or her summative rating has the following options:
- A. Verbally express the disagreement
 - B. Ask that a written note of disagreement be attached to the evaluation and placed with it in his/her personnel file.
 - C. Formally request a change in rating. To formally request a change in rating, the teacher will, no later than three (3) school days after the summative evaluation conference:
 - 1) submit in writing to the evaluator a "request for change in rating"
 - 2) include an explanation of
 - a) the individual components for which he/she is requesting a rating change, and
 - b) any/all artifacts or evidence that supports his/her case for a change in an individual component rating.

The evaluator who receives a "request for change in rating" with supporting evidence and artifacts will review the request and schedule a meeting within three (3) school days to discuss and finalize the summative rating in light of the additional evidence provided. After considering and discussing the specific requests, the evaluator will determine whether or not a rating change is warranted, and

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will notify the teacher of the final decision. The evaluator will summarize the results of the meeting and will attach that summary to the evaluation in the teacher's personnel file.

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EVALUATION PROTOCOL – SPECIALISTS (LIBRARY/SPECIALIST, COUNSELOR, SOCIAL WORKER)

Step 1: The evaluator schedules formal observation dates / times in accordance with state and federal law. Informal evaluation dates / time will not be scheduled in advance. If informal evaluation data will be used as evidence in determining a final summative rating, the evaluator will provide written notice of that evidence within 10 days of the observation.

Tenured Specialist w/ rating of Proficient or Excellent on Previous Evaluation	Tenured Specialist w/ rating of Needs Improvement or Unsatisfactory on Previous Evaluation	Non-Tenured Specialist
<i>A minimum of two observations required every two years; one of which must be a formal observation.</i>	<i>A minimum of three observations required in the year immediately following the year in which "unsatisfactory" or "needs improvement" was assigned, two of which must be formal observations.</i>	<i>A minimum of three observations in the year, two of which must be formal observations.</i>

- Step 2: The specialist completes a pre-conference sheet prior to each observation
A. All specialists will submit the sheet and complete a pre-observation conference with their building administrator.
- Step 3: The administrator conducts three observations, two of which must be formal, to observe the specialist performing job tasks:
A. using the approved Eastland instrument (for the specialist) with a rating scale for each component
B. using framework descriptors to decide which rating to assign to each component
- Step 4: Using the pre-conference and observation notes, the administrator completes the formative evaluation instrument.
- Step 5: Two times during the year, the administrator holds a formative evaluation conference with the certified specialist.
- Step 6: After the second formative evaluation, the specialist completes a self-assessment using the rubric specific to his/her job description. The self-assessment is submitted to the evaluator prior to the final, summative evaluation.
- Step 7: The evaluator completes a final, summative evaluation and holds a conference with the specialist to discuss the results and the rating. Any specialist who disagrees with his/her summative rating has the same options as outlined in Step 8 of the evaluation protocols for teachers (see above).

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INFORMAL OBSERVATIONS

Evaluators may make periodic, informal observations of classrooms during instruction. Within 10 days of each informal observation, the teacher will receive written feedback pertaining to levels and types of student engagement, observed teacher and student behaviors, routines, and professional practices if that feedback will be used in the subsequent determination of the teacher's summative rating. These observations will be conducted randomly, in evaluation and non-evaluation years. The purposes of these observations will be to:

1. promote teachers' professional growth through feedback targeted to improve their performance on formal evaluations,
2. increase administrators' understanding of the educational practices in their buildings, and
3. guide administrators and teachers in identifying needs for school improvement

RUBRIC RATINGS – TEACHERS (2012-13 / 2013-14 SCHOOL YEARS)

This instrument will be used for all certified staff except counselors, social workers and librarians. Teachers will be rated excellent, proficient, needs improvement or unsatisfactory as follows:

Excellent: A teacher shall earn the rating of Excellent if he/she receives an Excellent rating in at least 43% (9 of 21) of observed components, provided all other components are rated Proficient.

Proficient: A teacher shall earn the rating of Proficient if he/she receives a Proficient rating in at least 81% (17 of 21) of observed components, provided he/she is rated Needs Improvement in no domain more than two times and is not rated Unsatisfactory in any areas.

Needs Improvement: A teacher shall earn the rating of Needs Improvement if 24% (5 of 21) or more of his/her component ratings are Needs Improvement.

Unsatisfactory: If a teacher is unsatisfactory in any component, at the principal's discretion, he/she may be rated unsatisfactory. If 14% (3 of 21) of the components are rated Unsatisfactory, the teacher will be rated Unsatisfactory

RUBRIC RATINGS – TEACHERS (STARTING WITH THE 2014-15 SCHOOL YEAR)

This instrument will be used for all certified staff except counselors, social workers and librarians. Teachers will be rated excellent, proficient, needs improvement or unsatisfactory as follows:

Excellent: A teacher shall earn the rating of Excellent if he/she receives an Excellent rating in at least 9 of 21 components, with at least 5 components rated excellent in domains 2 and 3, provided all other components are rated Proficient.

Proficient: A teacher shall earn the rating of Proficient if he/she receives a Proficient rating in at least 81% (17 of 21) of observed components, provided he/she is rated Needs Improvement in no domain more than two times and is not rated Unsatisfactory in any areas.

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Needs Improvement: A teacher shall earn the rating of Needs Improvement if 24% (5 of 21) or more of his/her component ratings are Needs Improvement.

Unsatisfactory: If a teacher is unsatisfactory in any component, at the principal's discretion, he/she may be rated unsatisfactory. If 14% (3 of 21) of the components are rated Unsatisfactory, the teacher will be rated Unsatisfactory.

RUBRIC RATINGS - SPECIALISTS

Excellent: A teacher shall earn the rating of Excellent if he/she receives an Excellent rating in at least 10 of 22 components, with at least 5 components rated excellent in domains 2 and 3, provided all other components are rated Proficient.

Proficient – a specialist will receive a summary rating of proficient if he/she receives ratings of proficient or higher in at least 17 of 22 components, no ratings of unsatisfactory, and no more than two ratings of “needs improvement” in any one of the domains.

Needs Improvement – a specialist will receive a summary rating of “needs improvement” if he/she receives ratings of needs improvement in 5 or more of the components.

Unsatisfactory – the evaluator has the discretion to give a summary rating of “unsatisfactory” to any specialist who receives a rating of “unsatisfactory” in any component of the evaluation, and is required to give a summary rating of unsatisfactory to any specialist who receives a rating of “unsatisfactory” in 3 or more of the components.

Student Growth Measures

In the 2013-14, and 2014-15 school years, Eastland piloted (no stakes) the use of student growth measures that contribute “significantly” to teachers’ summative evaluation ratings. Beginning in 2015-16, student growth data was included in the calculation of each teacher’s summative evaluation rating.

These growth measures were developed by the Joint Evaluation Committee and presented to the teaching staff for feedback. Feedback was solicited periodically throughout the “no-stakes years.”

Prior to November 1, 2014, the District Joint Committee completed a first draft of a Teacher Evaluation Plan to incorporate student growth measures in a manner that contributes to teachers’ summative evaluation rating. At the conclusion of the 2014-15 school year, the Joint Evaluation Committee considered feedback received during the 2013-14 and 2014-15 pilot years and finalized the plan for incorporating student growth in teacher evaluations. The Committee presented that plan to the teaching staff, and then to the Board of Education for a first reading, and then approval. Prior to the 2015-16 school year, the Board of Education approved the Eastland plan for incorporating student growth into teacher evaluations (see Student Growth Matrix, Appendix A).

As the District incorporated student growth data for stakes into teacher evaluations for the 2015-16 school year, the following practices were established and codified:

1. Growth data will be normed internally to determine performance rating levels. In setting performance levels of Excellent, Proficient, Needs Improvement, and Unsatisfactory, performance bands will be based

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on the average % of students meeting growth targets for an Eastland teacher over the previous three years.

2. Student growth will be based on **spring-to-spring** growth of a single cohort of students on the NWEA MAP and a locally developed assessment.
3. Each teacher's student growth rating will be based on student growth measures from the two years previous to his/her summative evaluation year.
4. Circumstances for exempting students from growth calculations will be codified and applied a case-by-case basis.
5. Type III local assessment data will be collected and normed, but will be treated as a growth rating of "proficient" until such time as the assessments are determined to be valid, reliable, and locally normed.
6. **Beginning in 2016-17, growth calculations will be normed by building to account for local and national statistical differences in projections for upper and lower grades.**

If at any time the Joint Committee cannot come to agreement on a plan for incorporating student growth into teacher evaluations, the Board of Education will adopt the "State Model" for incorporating student growth into teacher evaluations.

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Exempting Student Growth Data from Calculations for Teacher Evaluations

The primary functions of incorporating measures of student growth as a factor in teachers' summative evaluation ratings are

- o to foster and promote each teacher's individual professional growth, and
- o to improve student learning outcomes

The Joint Committee agrees that student growth data should be exempt from calculations impacting a teacher's evaluation rating when that data **can be reasonably predicted to be an unreliable indication of a teacher's instructional impact**. Following is a list of circumstances in which a student's growth data will not be included in the calculation of a teacher's summative evaluation rating:

1. Students whose participation in Type I or III assessments (beginning or end of year) or classroom instruction is prohibited or limited due to a medical excuse. The criteria will be if the medical excuse causes the student to either:
 - a. miss the fall or spring testing window by two (2) weeks or more, or
 - b. miss eighteen (18) or more days of instruction.
2. Students who are absent from school for a length of time including the fall or spring testing window plus two (2) weeks.

Ex. If the fall window for testing is the 2nd week of September, and the student is absent that week and the next, but returns the 4th week of September, he/she would be tested and included in the overall growth calculation for student growth. However, given the same window, if the student was absent weeks 2-4 in September and returned the first week of October, his/her testing data would not be included in the teacher's growth calculation for evaluation purposes.
3. Students who miss eighteen (18) or more days of instruction for non-school-related reasons **can be exempted from calculations if the students fail to make their growth target, but will be included in the event that they meet their target.** (**note:** absences for school-related functions will not be included in the count of 18 absences)
4. Students in a self-contained elementary grade who are not in class for specific instruction due to an Individualized Educational Plan.

Ex. If a 4th grader has reading in the Resource room with the Special Education teacher, his/her growth data will not be included in the 4th grade teacher's cohort analysis for reading growth.

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**Professional Development Plans
and Protocols for
Teachers Rated as "Needs Improvement"**

Teachers who receive a rating of "Needs Improvement" on their summative evaluation are required by law to participate in the development and completion of a Professional Development Plan (PDP). The plan will be developed within 30 days of the date on which the teacher receives a summative rating of "Needs Improvement," will be "directed to the areas that need improvement," will "take into account the teacher's ongoing professional responsibilities," and will include "supports that the District will provide to address the areas that need improvement." **Section 24A-5(h) of Illinois School Code.**

For Eastland teachers who receive a summative rating of "Needs Improvement," the evaluator and teacher will develop and implement a PDP designed to begin and conclude prior to the conclusion of the school year in which the rating was received. During that period of time, the evaluator will complete at least two additional observations: 1 which must be formal, and 1 informal. Additional observations may be scheduled. At the conclusion of the PDP, the evaluator will complete a second summative evaluation.

**Remediation Plans
and Protocols for
Teachers Rated as "Unsatisfactory"**

Section 24A-5(i) of the School Code states that, within 30 school days after assigning a tenured teacher an "Unsatisfactory" rating, a school district is required to develop and commence a 90 school day remediation plan (unless a shorter remediation period is provided for in a collective bargaining agreement) designed to correct cited deficiencies). Illinois Statute requires that a remediation plan be at least 90 school days in duration (unless a shorter duration is provided for in a collective bargaining agreement). A remediation plan may span two school years.

If a teacher is successful in completing a remediation plan, his/her "most recent" summative rating for RIF purposes will be changed to the summative category that he/she received (Needs Improvement, Proficient, or Excellent). Note that, per Section 24A-5(n) of the School Code, if a tenured teacher successfully completes a remediation plan and receives a subsequent rating of "Unsatisfactory" in the 36-month period following the successful completion of the remediation plan, the school district may forego remediation and seek dismissal.

Faculty Member's Name:

Domain 1: Planning and Preparation

The teacher sets goals, plans instruction, and assesses the effectiveness of his/her program in relation to pre-established, measurable outcomes aligned with the District Vision.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent

1. Demonstrating knowledge of content pedagogy.

U NI P E

2. Demonstrating knowledge of students.

U NI P E

3. Setting instruction outcomes.

U NI P E

Suggestions:

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4. Demonstrating knowledge of resources.

U NI P E

5. Designing coherent instruction.

U NI P E

6. Designing student assessment.

U NI P E

Comments to clarify ratings assigned above:

Domain 2: The Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a class environment that encourages social interaction, active engagement in learning, and self-motivation. The classroom is managed efficiently and effectively. There is a positive, supportive classroom atmosphere and time is used productively.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent

Suggestions:

1. Creating an Environment of Respect and Rapport.

U NI P E

2. Establishing a Culture for Learning.

U NI P E

3. Managing Classroom Procedures.

U NI P E

4. Managing Student Behavior.

U NI P E

5. Organizing Physical Space.

U NI P E

Comments to clarify ratings assigned above:

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Domain 3: Instructional Delivery

The teacher presents lessons that demonstrate an understanding and use of a variety of instructional strategies, questioning techniques, and resources to promote student learning. Lessons lead students to the development of basic, critical thinking, and problem solving skills. Discussions engage students and relate background experiences to lesson objectives. Activities are purposefully planned to accommodate student differences. The teacher presents clear lesson objectives and thorough explanations of new content, relating concepts to student experiences and previously learned material.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent

Suggestions:

- | | |
|---|---|
| 1. Communicating with Students. | U NI P E
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Using Questioning and Discussion Techniques. | U NI P E
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Engaging Students in Learning and Higher Cognitive Level Thinking. | U NI P E
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Using Assessment in Instruction. | U NI P E
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Demonstrating Flexibility and Responsiveness. | U NI P E
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Comments to clarify ratings assigned above:

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Domain 4: Professional Responsibilities

The teacher develops and maintains collaborative relationships with colleagues, parents/guardians and the community to support student learning. The teacher maintains standards of professional conduct, sets goals and grows professionally to support the District Vision, meet policy requirements, and advance his/her interests and expertise.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent

1. Maintaining Accurate Records.

U NI P E

2. Communicating with Families.

U NI P E

3. Participating in a Professional Learning Community.

U NI P

4. Growing and Developing Professionally.

U NI P E

5. Showing Professionalism.

U NI P E

Suggestions:

Comments to clarify ratings assigned above:

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Faculty Member's Name:

mm dd yyyy

Observation date

- -

Post-conference date

- -

Formative Rating of Teacher Performance for - School Year

Observation #
EXCELLENT

Rating:

UNSATISFACTORY

NEEDS IMPROVEMENT

PROFICIENT

Evaluator's comments to clarify overall summative evaluation rating:

Teachers' Response (optional):

Teacher Signature

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Evaluator Signature

Date

Note: The teacher's signature on the line above confirms he/she has had a conference relating to this evaluation report.

Faculty Member's Name:

Summative Rating of Teacher Performance for - School Year

Observation # 1 Rating: [] UNSATISFACTORY [] NEEDS IMPROVEMENT [] PROFICIENT [] EXCELLENT

Observation #2 Rating: [] UNSATISFACTORY [] NEEDS IMPROVEMENT [] PROFICIENT [] EXCELLENT

Overall Summative Rating:

[] UNSATISFACTORY [] NEEDS IMPROVEMENT [] PROFICIENT [] EXCELLENT

Evaluator's comments to clarify overall summative evaluation rating:

Teachers' Response (optional):

[Empty box for evaluator's comments]

Evaluator Signature

Date

Teacher Signature

Note: The teacher's signature on the line above confirms he/she has had a conference relating to this evaluation report.

FRAMEWORK FOR TEACHING RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Component Unsatisfactory Needs Improvement Proficient Excellent

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<i>o: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content or instructional practices specific to that discipline. Plans and practices do not support the outcomes articulated in the District Vision.	Teacher's plans and practice reflect some awareness of the important concepts and the instructional practices specific to that discipline. Plans and practices somewhat support the outcomes articulated in the District Vision.	Teacher's plans and practice reflect solid knowledge of the content and instructional practices specific to that discipline. Plans and practices focus on and support the outcomes articulated in the District Vision.	Teacher's plans and practice reflect knowledge of the content and of discipline. Plans and practices build on previous learning, seeking cause and effect, and avoid misunderstanding in a manner that supports the outcomes articulated in the District Vision.
<i>o: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' data from local, state, and national assessments, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>o: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals reflecting rigorous learning and curriculum standards. They represent differentiated learning and offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
<i>o: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance his/her knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. Teacher's use of instructional technology shows little or no understanding of the online resources available to support learning.	Teacher demonstrates some familiarity with resources available through the school or district to enhance his/her knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge. Teacher's use of instructional technology shows a basic and static understanding of online resources available to support learning.	Teacher is fully aware of the range of resources available through the school or district to enhance his/her knowledge, to use in teaching, or for students who need them. Teacher's use of instructional technology shows improved understanding of the online resources available to support learning.	Teacher seeks out varied resources available through the school or district in professional journals, the Internet, and in the community to enhance his/her knowledge, to use in teaching, or for students who need them. Teacher's use of instructional technology shows an advanced and continuing understanding of online resources available to support learning.
<i>o: Designing coherent instruction</i>	The series of learning activities are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning activities demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning activities aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning activities aligned to instructional outcomes and differentiated where appropriate to be suitable to all students and likely to engage students in significant learning. The lesson or unit has a highly coherent structure.
<i>o: Designing student assessment</i>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional outcomes, provides limited opportunities for success, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and rarely provides multiple opportunities for success, and inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students, and provides multiple opportunities for success. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is aligned with the instructional outcomes and curriculum standards that show evidence of differentiation in their development and provides multiple opportunities for success. Assessment results may have been adapted for individual students. Teacher uses assessment results to plan for future instruction for individual students.

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FRAMEWORK FOR TEACHING RUBRIC ENVIRONMENT

DOMAIN 2: THE CLASSROOM

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1: Creating an environment of respect and support</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, or individual differences and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or individual differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and individual differences among groups of students.	Classroom interactions among individual students are highly genuine warmth and caring and students' cultures and individual differences are respected. Students themselves ensure harmony among members of the class.
<i>2: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student effort in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student effort in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating effort in their work.	High levels of student energy for the subject create a culture in which everyone shares a belief in the subject, and all students hold high standards of performance. Students initiate improvements to the classroom.
<i>3: Managing classroom procedures</i>	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures, for handling of supplies, and performance of non-instructional duties, are smooth in operation, with students assuming responsibility for their smooth operation.
<i>4: Managing student behavior</i>	There is evidence that no standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is absent, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students, tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear to students, and student participation in setting and monitoring of student behavior is preventive, and teacher's response to misbehavior is sensitive to individual needs. Students take an active role in the standards of behavior.
<i>5: Organizing physical space</i>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the environment ensures the learning needs of all students, including those with special needs. Students contribute to the use or adaptation of the environment to advance learning. Physical resources are used skillfully, as appropriate.

FRAMEWORK FOR TEACHING RUBRIC INSTRUCTION

DOMAIN 3:

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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EASTLAND TEACHER EVALUATION PLAN

<i>b: Communicating with students</i>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible misunderstandings.
<i>c: Using questioning and discussion techniques</i>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high-level thinking, are culturally and developmentally appropriate, and encourage students to formulate their own questions and assumptions. The teacher encourages the participation of all students in the discussion.
<i>d: Engaging students in learning</i>	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content and suitable lesson structure and pacing.	Students are highly engaged throughout the lesson and make meaningful contributions. Materials and activities are representative of students' cultures and levels of understanding, and are adapted as needed to engage all students. The structure and pacing of the lesson encourage reflection and closure.
<i>e: Using assessment in instruction</i>	Teacher does not use assessment to improve students' awareness of assessment criteria, to monitor student or teacher progress, or to provide feedback to students. Teacher does not understand data on student learning from standardized and locally developed assessments and makes no attempt to interpret data to self, peers, students and parents.	Teacher occasionally uses assessment to monitor progress of learning by teacher and/or students. Teacher feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Teacher demonstrates some understanding of data on student learning from standardized and locally developed assessments, but does not interpret data to self, peers, students and parents.	Teacher regularly requires students to complete self-assessments, and monitors progress of learning by the teacher and/or students. Teacher provides high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. Teacher demonstrates understanding of data on student learning from standardized and locally developed assessments and interprets data to self, peers, students and parents.	Teacher uses assessment in a variety of ways to monitor student learning and to provide feedback. Teacher establishes the assessment criteria and uses self-assessment by students to monitor progress by both students and teacher. Teacher provides high quality feedback to students from a variety of sources. Teacher demonstrates in-depth understanding of data on student learning from standardized and locally developed assessments and interprets data in advanced ways to self, peers, students and parents.
<i>f: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	Teacher is highly responsive to students' needs, interests, and learning styles, making even major adjustments to instruction as necessary to meet the needs of all students. Teacher persists in ensuring the success of all students.

EASTLAND TEACHER EVALUATION PLAN

FRAMEWORK FOR TEACHING RUBRIC RESPONSIBILITIES

DOMAIN 4: PROFESSIONAL

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1: Maintaining accurate records</i>	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective. All students contribute to the system.
<i>2: Communicating with families</i>	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates sensitively with individual families and successfully engages them in the instructional program. Teacher successfully communicates with all families in the instructional program.
<i>3: Participating in a professional learning community</i>	Teacher avoids any participation in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional learning community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional learning community and assumes a leadership role in the community.
<i>4: Growing and developing professionally</i>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills, and is resistant to feedback from colleagues.	Teacher's participation in professional development activities is limited to those that are convenient or are required. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and welcomes feedback from colleagues.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the school and district through such activities and mentoring new teachers.
<i>5: Demonstrating professionalism</i>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school and district procedures ensure the highest standards of professionalism, particularly those that are honored in the state and the highest standards of the profession.

Social Worker Rating Forms and Rubric

EASTLAND TEACHER EVALUATION PLAN

Social Worker's Name:

Domain 1: Planning and Preparation

The social worker sets goals, plans the character education / social-emotional learning program, schoolwide expectations and behavior intervention program, English language learner program, and the program to support students and families. He/she assesses the effectiveness of these programs in relation to pre-established, measurable and meaningful Indicators of Success.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

- | | |
|--|--|
| 1a. Demonstrating knowledge of counseling theory and techniques | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1b. Demonstrating knowledge of child and adolescent development | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1c. Establishing measurable and meaningful Indicators of Success for the character education, schoolwide expectations, ELL and student/family support programs | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1d. Demonstrating knowledge of state and federal regulations and of resources within and beyond the school and district | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1e. Planning programs that are integrated with building and/or district programs | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1f. Evaluating the programs in relation to Indicators of Success and reporting annually to the Board of Education | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 2: The Environment

The social workers uses an understanding of individual and group motivation and behavior to create an environment that encourages social interaction, active engagement in learning, and self-motivation. Social work services are managed efficiently and effectively. There is a positive, supportive atmosphere and time is used productively.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

2a. Creating an environment of respect and rapport U NI P E N/O

2b. Establishing a culture of respect for individual differences U NI P E N/O

2c. Managing routines and procedures for character education, behavior expectations, student and family support, and ELL programs U NI P E N/O

2d. Establishing standards of conduct for students that contribute to the expectations for student behavior throughout the schools U NI P E N/O

2e. Organizing physical space. U NI P E N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 3: Delivery of Service

The social worker provides services to staff and students in a manner that teaches them to use a variety of skills, techniques and resources for character education and/or social-emotional learning. Services are delivered in a manner that encourages student development of basic skills, critical thinking, and problem solving. Services are delivered in a manner likely to improve independence. Activities are purposefully planned to accommodate student differences. U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

- | | |
|---|--|
| 3a. Assessing student needs | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3b. Leading and facilitating a process by which staff and students formulate schoolwide expectations, self-monitor behavior relative to those expectations, and share responsibility for leveraging those expectations to improve the culture | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3c. Using counseling techniques in individual and classroom settings | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3d. Coordinating resources to meet needs | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3e. Demonstrating flexibility and responsiveness. | U NI P D N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 4: Professional Responsibilities

The social worker understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, students, parents/guardians and the community to support student learning. The social worker is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives. He/she will develop continually in his/her area of expertise and in a manner that meets all policy requirements.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

4a. Reflecting on practice	U	NI	P	E	N/O
	<input type="checkbox"/>				
4b. Preparing and submitting reports and budgets	U	NI	P	E	N/O
	<input type="checkbox"/>				
4c. Communicating with the larger community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4d. Participating in the professional community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4e. Engaging in professional development	U	NI	P	E	N/O
	<input type="checkbox"/>				
4f. Demonstrating professional and ethical standards	U	NI	P	E	N/O
	<input type="checkbox"/>				

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Faculty Name:

Administrative summative comments.

Record comments below to clarify items marked above

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR SOCIAL WORKER: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Demonstrating knowledge of counseling theory and techniques	Social worker demonstrates no understanding of counseling theory and techniques.	Social worker demonstrates some understanding of counseling theory and techniques, but that understanding is limited to single theories and/or methods, and is not applied effectively.	Social worker demonstrates understanding of different counseling theories and techniques. He/she is able to apply that understanding to services provided to students in individual, small group, whole group, or assembly settings.	Social worker demonstrates understanding of different counseling theories and techniques. He/she is able to apply that understanding to services provided to students in individual, small group, whole group, or assembly settings so that the student can independently recall theories/techniques.
Demonstrating knowledge of child and adolescent development	Social worker demonstrates little or no knowledge of child and adolescent development.	Social worker demonstrates some understanding of child and adolescent development, but that understanding is limited to single theories, and the application of that knowledge to his/her interactions with children or adolescents is not effective or consistent.	Social worker demonstrates knowledge of a variety of child and adolescent development theories, and applies that knowledge effectively and consistently in his/her interactions with children or adolescents.	Social worker demonstrates knowledge of a variety of child and adolescent development theories, and applies that knowledge effectively and consistently in his/her interactions with children or adolescents, and develops in students a sense of ability and interest.
Establishing measurable and meaningful Indicators of Success for character education, schoolwide behavior expectations, ELL and student/family support programs	Social worker has no goals for the character education, schoolwide behavior, ELL or student/family support programs.	Social worker's goals for the programs are general or not aligned to the Indicators of Success for the programs, or the data and evidence provided in the evaluation process.	Social worker's goals for the programs are specific and aligned to the Indicators of Success for each program, and the data and evidence provided in the evaluation process.	Social worker's goals for the programs are specific and aligned to the Indicators of Success for each program, and the data and evidence provided in the evaluation process. In addition, the goals are explicitly applied to the programs.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR SOCIAL WORKER: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Social worker demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Social worker demonstrates awareness of governmental regulations and of resources for students available through the school or district, but ineffectively connects students with those resources, or those available more broadly.	Social worker demonstrates understanding of governmental regulations and of resources for students available through the school or district, and of resources external to the school.	Social worker demonstrates understanding of governmental regulations and of resources for students available through the school or district, and of resources external to the school, and effectively connects students with appropriate resources.
Designing programs that are integrated with the regular school curriculum	Social work programs show no evidence of planning, but rather, react to situations as they arise.	Social work programs show evidence of planning, but the planning is insufficient or lacks a structure or framework to ensure that it is administered consistently.	Social work programs have been planned so that services are structured within an administrative framework.	Social work programs provide support not only to individuals, but also to groups, and are integrated into the school program.
Monitoring the programs in relation to Indicators of Success and reporting annually to the Board of Education	Social worker has no plan to evaluate the programs or resists suggestions that such an evaluation is important.	Social worker has a plan to evaluate the programs but the evaluation is not aligned to any measurable Indicators of Success.	Social worker's plan to evaluate the programs is organized around clear, measurable Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.	Social worker's plan to evaluate the programs is organized around rigorous Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR SOCIAL WORKER: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Creating an environment of trust and rapport	Social worker's interactions with students are negative or inappropriate and do not promote positive interactions among students.	Social worker's interactions with students are a mix of positive and negative; his/her efforts at encouraging positive interactions among students are partially successful.	Social worker's interactions with students are positive and respectful and the he/she effectively promotes positive student-student interactions.	Students initiate positive interactions with social worker; students' interactions in the social work settings are positive.
Establishing a culture of respect for individual differences	Social worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students and teachers, or between students and teachers.	Social worker's attempts to promote a culture of productive and respectful communication throughout the school, between and among students and teachers are inconsistent.	Social worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	A culture for productive communication between students and teachers, while the social worker, is established by teachers and students.
Establishing routines and procedures for character education, behavior expectations, student and family support, and programs	Social worker has failed to establish routines and procedures for social work programs and services.	Routines and procedures for social work programs and services are inconsistent.	Routines and procedures for social work programs and services are well-defined and applied consistently.	Routines and procedures for social work programs and services are well-defined, applied consistently, and monitored and maintained.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR SOCIAL WORKER: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Establishing standards of conduct for students that contribute to the culture for student behavior throughout the school	Social worker has established no standards of conduct for students during individual, small group, whole class or assembly sessions.	Social worker's efforts to establish standards of conduct for social work sessions are partially successful.	Social worker has established clear standards of conduct for sessions aligned to, and supportive of, schoolwide expectations for behavior.	Social worker has established standards of conduct for sessions that promote the development of social work sessions that are supportive of, schoolwide expectations for behavior.
Organizing physical space	The physical environment shows no attention to organizing the space for affective or cognitive outcomes.	Social worker's attempts to organize the physical space for positive impact on affective and cognitive outcomes are incomplete or inconsistent.	Social worker has organized the physical space to positively influence both affective and cognitive outcomes.	Social worker has organized the physical space to positively influence both affective and cognitive outcomes of physical space for students so as to positively influence affective and cognitive outcomes.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR SOCIAL WORKER: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Assessing student needs	Social worker has not established a means for annually assessing student needs for social work services.	Social worker's efforts to measure student needs for services are sporadic, inconsistent, or uninformative.	Social worker has established a means for regularly assessing student needs for social work services.	The system for a social work service survey to include feedback, as well as initiated input.
Leading and facilitating a process by which staff and students formulate schoolwide expectations, self-monitor behavior relative to those expectations, and share responsibility for improving the culture	Social worker neither leads nor facilitates a process by which every student contributes to the formulation of schoolwide expectations.	Social worker participates in a process by which some students contribute to the formulation of schoolwide expectations.	Social worker leads and facilitates a process by which every student contributes to the formulation of schoolwide expectations, and participates in monitoring behavior relative to those expectations.	Social worker leads a comprehensive process by which every student contributes to the formulation of schoolwide expectations, and shares responsibility for making adjustments.
Applying counseling techniques to individual and classroom settings	Social worker does not apply his/her knowledge of counseling techniques to help students develop independent skills in decision making and problem solving, either in their interpersonal relationships, or in planning for the future.	Social worker occasionally applies his/her knowledge of counseling techniques to help students develop independent skills in decision making and problem solving with inconsistent results.	Social worker applies his/her knowledge of counseling techniques so that students develop independent skills in decision making and problem solving, both in their interpersonal relationships and in planning for the future.	Social worker facilitates the recognition and application of counseling techniques that facilitate decision making and problem solving in their interpersonal relationships and in planning for the future.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR SOCIAL WORKER: DELIVERY OF SERVICE *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Coordinates resources to meet needs	Social worker does not coordinate social work programs with other programs inside or outside of the school.	Social worker sometimes coordinates social work programs with other programs inside or outside of the school with inconsistent results.	Social worker coordinates the social work programs with other programs inside and outside of the school.	The social work programs are coordinated in conjunction with other programs inside or outside of the school with independent programs.
Demonstrating flexibility and responsiveness	Social worker adheres strictly to the plans for the social work programs in spite of evidence that they may be ineffective.	Social worker makes modest changes in the social work programs when asked or directed to do so.	Social worker regularly monitors the social work programs for evidence of effectiveness, and makes adjustments as needed.	Social worker consistently evaluates the social work programs for evidence of effectiveness and makes adjustments promptly.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 4 FOR SOCIAL WORKER: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Reflecting on practice	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. He/she makes some specific suggestions as to how the programs might be improved.	Social worker's reflection is accurate and perceptive, and demonstrates a deep understanding of students. He/she makes specific suggestions to improve the repertoire to support student learning.
Maintaining records and submitting them in a timely manner	Social worker's reports, records, and documentation are incomplete, missing, late, or inaccurate, resulting in confusion.	Social worker's reports, records, and documentation are generally accurate, but are occasionally incomplete or late, requiring administrative follow-up.	Social worker's reports, records, and documentation are complete, accurate, and submitted in a timely manner.	Social worker's reports, records, and documentation are systematic and complete, and goes beyond the minimum requirements of the position to seek ways to improve the school and district's performance.
Communicating with families	Social worker fails to communicate important information to families about the social work programs.	Social worker communicates important information to families, but those communications are inconsistent or incomplete.	Social worker communicates to families important information about the guidance and counseling programs through a variety of means.	Social worker communicates to families important information about the guidance and counseling programs through a variety of means, and demonstrates a deep understanding of the families' needs.

EASTLAND TEACHER EVALUATION PLAN

Counselor Rating Forms and Rubric

EASTLAND TEACHER EVALUATION PLAN

Counselor's Name:

Domain 1: Planning and Preparation

The counselor sets goals, plans the career guidance and social-emotional learning programs, and assesses the effectiveness of the program in relation to pre-established, measurable and meaningful Indicators of Success.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

1a. Demonstrating knowledge of counseling theory and techniques U NI P E N/O

1b. Demonstrating knowledge of child and adolescent development U NI P E N/O

1c. Establishing measurable and meaningful Indicators of Success for the counseling program that are aligned to the District's strategic vision U NI P E N/O

1d. Demonstrating knowledge of state and federal regulations and of resources within and beyond the school and district U NI P E N/O

1e. Planning a counseling program that is integrated with building and/or District programs U NI P E N/O

1f. Evaluating the counseling program in relation to Indicators of Success and reporting annually to the Board of Education U NI P E N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 2: The Environment

The counselor uses an understanding of individual and group motivation and behavior to create an environment that encourages social interaction, active engagement in learning, and self-motivation. The counseling office is managed efficiently and effectively. There is a positive, supportive atmosphere and time is used productively.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

2a. Creating an environment of respect and rapport U NI P E N/O

2b. Establishing a culture of respect for individual differences U NI P E N/O

2c. Managing routines and procedures for guidance and/or counseling services U NI P E N/O

2d. Establishing standards of conduct for students that contribute to the expectations for student behavior throughout the schools U NI P E N/O

2e. Organizing physical space. U NI P E N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 3: Delivery of Service

The counselor provides services to staff and students in a manner that teaches them to use a variety skills, techniques and resources for career guidance and/or social-emotional learning. Services are delivered in a manner that encourages student development of basic skills, critical thinking, and problem solving. Services are delivered in a manner likely to improve independent research. Activities are purposefully planned to accommodate student differences.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

3a. Assessing student needs

U NI P E N/O

3b. Leading and facilitating a process by which students formulate academic personal/social and career plans based on their needs, interests and aptitudes

U NI P E N/O

3c. Using counseling techniques in individual and classroom settings

U NI P E N/O

3d. Coordinating resources to meet needs

U NI P E N/O

3e. Demonstrating flexibility and responsiveness.

U NI P D N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 4: Professional Responsibilities

The counselor understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, students, parents/guardians and the community to support student learning. The counselor is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives. He/she will develop continually in his/her area of expertise and in a manner that meets all policy requirements.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

4a. Reflecting on practice	U	NI	P	E	N/O
	<input type="checkbox"/>				
4b. Preparing and submitting reports and budgets	U	NI	P	E	N/O
	<input type="checkbox"/>				
4c. Communicating with the larger community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4d. Participating in the professional community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4e. Engaging in professional development	U	NI	P	E	N/O
	<input type="checkbox"/>				
4f. Demonstrating professional and ethical standards	U	NI	P	E	N/O
	<input type="checkbox"/>				

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Faculty Name:

Administrative summative comments.

Record comments below to clarify items marked above

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Component 1: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates no understanding of counseling theory and techniques.	Counselor demonstrates some understanding of counseling theory and techniques, but that understanding is limited to single theories and/or methods, and is not applied effectively.	Counselor demonstrates understanding of different counseling theories and techniques. He/she is able to apply that understanding to services provided to students in individual, small group, whole group, or assembly settings.	Counselor demonstrates understanding of different counseling theories and techniques. He/she is able to apply that understanding to services provided to students in individual, small group, whole group, or assembly settings so that he/she can apply theories/techniques independently.
Component 2: Demonstrating knowledge of child and adolescent development	Counselor demonstrates little or no knowledge of child and adolescent development.	Counselor demonstrates some understanding of child and adolescent development, but that understanding is limited to single theories, and the application of that knowledge to his/her interactions with children or adolescents is not effective or consistent.	Counselor demonstrates knowledge of a variety of child and adolescent development theories, and applies that knowledge effectively and consistently in his/her interactions with children or adolescents.	Counselor demonstrates knowledge of a variety of child and adolescent development theories, and applies that knowledge effectively and consistently in his/her interactions with children or adolescents, demonstrating stability and integrity.
Component 3: Establishing measurable and meaningful Indicators of Success for the counseling program that are aligned to the District's strategic vision	Counselor has no goals for the counseling program.	Counselor's goals for the counseling program are general or not aligned to the Indicators of Success for the program, or the data and evidence provided in the evaluation process.	Counselor's goals for the counseling program are specific and aligned to the Indicators of Success for the program, and the data and evidence provided in the evaluation process.	Counselor's goals for the counseling program are specific and aligned to the Indicators of Success for the program, and the data and evidence provided in the evaluation process. In addition, the counselor explicitly applies the data and evidence provided in the evaluation process to the program.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor demonstrates awareness of governmental regulations and of resources for students available through the school or district, but ineffectively connects students with those resources, or those available more broadly.	Counselor demonstrates understanding of governmental regulations and of resources for students available through the school or district, and of resources external to the school.	Counselor demonstrates understanding of governmental regulations and of resources for students available through the school or district, and of resources external to the school, and effectively connects students with those resources.
2. Planning a counseling program, that is integrated with the regular school program	Counseling program shows no evidence of planning, but rather, reacts to situations as they arise.	Counseling program shows evidence of planning, but the planning is insufficient or lacks a structure or framework to ensure that it is administered consistently.	Counseling program has been planned so that activities for the delivery of services are structured within an administrative framework.	Counseling program is planned to support not only individual students and in groups, but also the overall educational program.
3. Evaluating the counseling program in relation to Indicators of Success and reporting annually to the Board of Education	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a plan to evaluate the program but it is not aligned to any measurable Indicators of Success.	Counselor's plan to evaluate the program is organized around clear, measurable Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.	Counselor's plan to evaluate the program is organized around clear, measurable Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate and do not promote positive interactions among students.	Counselor's interactions with students are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful and the counselor effectively promotes positive student-student interactions.	Students initiate counseling with the counselor; students and the counselor effectively promote self-reinforcing.
Establishing a culture of respect for individual differences	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students and teachers, or between students and teachers.	Counselor's attempts to promote a culture of productive and respectful communication throughout the school between and among students and teachers are inconsistent.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	A culture for productive communication between students and teachers, with the counselor, is established and maintained.
Establishing routines and procedures for guidance or counseling services	Counselor has failed to establish routines and procedures for guidance or counseling services.	Routines and procedures for guidance or counseling services are inconsistent.	Routines and procedures for guidance and counseling services are well-defined and applied consistently.	Routines and procedures for guidance and counseling services are well-defined, applied consistently, and monitored and maintained.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Establishing standards of conduct for students that contribute to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling or guidance sessions.	Counselor's efforts to establish standards of conduct for counseling or guidance sessions are partially successful.	Counselor has established clear standards of conduct for counseling and guidance sessions aligned to, and supportive of, schoolwide expectations for behavior.	Counselor has facilitated the development of standards of conduct for counseling and guidance sessions and supportive of schoolwide expectations for behavior.
Organizing physical space	The physical environment shows no attention to organizing the space for affective or cognitive outcomes.	Counselor's attempts to organize the physical space for positive impact on affective and cognitive outcomes are incomplete or inconsistent.	Counselor has organized the physical space to positively influence both affective and cognitive outcomes.	Counselor has facilitated the organization of physical space to positively influence both affective and cognitive outcomes of students so as to support affective and cognitive outcomes.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Assessing student needs	Counselor has not established a means for annually assessing student needs for guidance and/or counseling services.	Counselor's efforts to measure student needs for guidance and/or counseling services are sporadic, inconsistent, or uninformative.	Counselor has established a means for regularly assessing student needs for guidance and/or counseling services.	The system for guidance and/or counseling services is beyond an annual assessment and focus group and student-generated.
Leading and facilitating a process by which students formulate academic, personal/social and career plans based on their needs, interests and aptitudes	Counselor neither leads nor facilitates a process by which every student formulates an academic/career plan.	Counselor participates in a process by which some students formulate an academic/career plan.	Counselor leads and facilitates a process by which every student formulates an academic/career plan based on their needs, interests and aptitudes.	Counselor leads a comprehensive process beginning in grade 12 by which every student monitors and manages their personal academic and career plans.
Applying counseling techniques to individual and classroom settings	Counselor does not apply his/her knowledge of counseling techniques to help students develop independent skills in decision making and problem solving, either in their interpersonal relationships, or in planning for the future.	Counselor occasionally applies his/her knowledge of counseling techniques to help students develop independent skills in decision making and problem solving, with inconsistent results.	Counselor applies his/her knowledge of counseling techniques so that students develop independent skills in decision making and problem solving, both in their interpersonal relationships and in planning for the future.	Counselor facilitates the development of independent skills and applying counseling techniques to foster independent decision making and problem solving in interpersonal relationships and in planning for the future.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1: Coordinates resources to meet needs	Counselor does not coordinate the guidance or counseling programs with other programs inside or outside of the school.	Counselor sometimes coordinates the guidance or counseling programs with other programs inside or outside of the school with inconsistent results.	Counselor coordinates the guidance and counseling programs with other programs inside and outside of the school.	The guidance function in coordination with other programs inside and outside of the school as independent.
2: Demonstrating flexibility and responsiveness	Counselor adheres strictly to the plans for the guidance and counseling programs in spite of evidence that it may be ineffective.	Counselor makes modest changes in the guidance and counseling programs when asked or directed to do so.	Counselor regularly monitors the guidance and counseling programs for evidence of effectiveness, and makes adjustments as needed.	Counselor consistently monitors the guidance and counseling programs for evidence of effectiveness and makes adjustments as needed.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the programs might be improved.	Counselor's reflection is highly perceptive, citing specific examples of student success and not fully successful students. Counselor has a repertoire to suggest improvements.
Maintaining records and submitting them in a timely manner	Counselor's reports, records, and documentation are incomplete, missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally incomplete or late, requiring administrative follow-up.	Counselor's reports, records, and documentation are complete, accurate, and submitted in a timely manner.	Counselor's reports, records, and documentation are systematic and complete, and goes beyond the minimum requirements of the position to seek continuous improvement for the school and district.
Communicating with families	Counselor fails to communicate important information to families about the guidance or counseling programs.	Counselor communicates important information to families, but those communications are inconsistent or incomplete.	Counselor communicates to families important information about the guidance and counseling programs through a variety of means.	Counselor has established a system to communicate important information to families about the guidance and counseling programs through a variety of means.

EASTLAND TEACHER EVALUATION PLAN

Library/Media Specialist Rating Forms and Rubric

Library/Media Specialist's Name:

Domain 1: Planning and Preparation

The specialist sets goals, plans the library media program, and assesses the effectiveness of the program in relation to pre-established, measurable and meaningful Indicators of Success.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

EASTLAND TEACHER EVALUATION PLAN

- 1a. Demonstrating knowledge of current trends in practice and information technology U NI P E N/O

- 1b. Demonstrating knowledge of the District's strategic vision for student achievement and student information needs in meeting or exceeding those goals U NI P E N/O

- 1c. Establishing measurable and meaningful Indicators of Success for the library / media program that are aligned to the District's strategic vision U NI P E N/O

- 1d. Demonstrating knowledge of resources, both within and beyond the school and District, and access to such resources as the interlibrary loan U NI P E N/O

- 1e. Designing a library media program that is integrated with building and/or District programs U NI P E N/O

- 1f. Evaluating the library media program in relation to Indicators of Success and reporting annually to the Board of Education U NI P E N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 2: The Environment

The specialist uses an understanding of individual and group motivation and behavior to create an environment that encourages social interaction, active engagement in learning, and self-motivation. The library / media center is managed efficiently and effectively. There is a positive, supportive atmosphere and time is used productively.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

- | | |
|--|--|
| 2a. Creating an Environment of Respect and Rapport. | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2b. Establishing a Culture for Investigation and Enjoyment of Literature | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2c. Establishing and Maintaining Library Procedures. | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2d. Managing Student Behavior. | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2e. Organizing Physical Space. | U NI P E N/O
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 3: Delivery of Service

The specialist provides services to staff and students in a manner that teaches them a variety of information skills, investigatory techniques, and resources. Services are delivered in a manner that encourages student development of basic skills, critical thinking, and problem solving. Services are delivered in a manner likely to improve independent research. Activities are purposefully planned to accommodate student differences.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

3a. Maintaining and extending the library collection U NI P E N/O

3b. Collaborating with teachers in the design of units and lessons U NI P E N/O

3c. Engaging students in reading literature for enjoyment and using skills for research U NI P E N/O

3d. Assisting students and teachers in the use of technology U NI P E N/O

3e. Demonstrating flexibility and responsiveness. U NI P D N/O

Record comments below to clarify items marked above.

EASTLAND TEACHER EVALUATION PLAN

Domain 4: Professional Responsibilities

The specialist understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student learning. The specialist is expected to maintain standards of professional conduct, set goals and grow professionally to support district initiatives. He/she will develop continually in his/her area of expertise and in a manner that meets all policy requirements.

U= Unsatisfactory NI= Needs Improvement P= Proficient E= Excellent N/O = Not Observed

4a. Reflecting on practice	U	NI	P	E	N/O
	<input type="checkbox"/>				
4b. Preparing and submitting reports and budgets	U	NI	P	E	N/O
	<input type="checkbox"/>				
4c. Communicating with the larger community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4d. Participating in the professional community	U	NI	P	E	N/O
	<input type="checkbox"/>				
4e. Engaging in professional development	U	NI	P	E	N/O
	<input type="checkbox"/>				
4f. Demonstrating professional and ethical standards	U	NI	P	E	N/O
	<input type="checkbox"/>				

Record comments below to clarify items marked above.

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Faculty Name:

Administrative summative comments.

Record comments below to clarify items marked above

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on knowledge of literature and library/media practice and information technology to understand current trends in practice and information technology.
1b: Demonstrating knowledge of the District's vision for student achievement and the student information skills necessary to realize that vision.	Library/media specialist demonstrates little or no knowledge of the District's vision for student achievement, and the library/media program shows no focus on the information skills necessary to realize that vision.	Library/media specialist demonstrates basic knowledge of the District's vision for student achievement, but the library/media program shows little or no focus on the information skills necessary to realize that vision.	Library/media specialist demonstrates thorough knowledge of the District's vision for student achievement, and the library / media program supports students' development of the information skills necessary to realize that vision.	Library/media specialist demonstrates a leadership role within the District in the information skills necessary to realize that vision.
1c: Establishing measurable and meaningful Indicators of Success for the library / media program that are aligned to the District's vision for student achievement.	Library/media specialist has not established Indicators of Success for the library / media program that are aligned to the District's vision for student achievement.	Library/media specialist's Indicators of Success for the media program are not measurable or meaningful in relation to the District's vision for student achievement.	Library/media specialist's Indicators of Success for the media program are measurable and meaningful in relation to the District's vision for student achievement.	Library/media specialist's Indicators of Success for the media program are measurable and meaningful in relation to the District's vision for student achievement and have been used to support the development of colleagues.

EASTLAND TEACHER EVALUATION PLAN

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as library loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.
Designing a library media program that is integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is coherent, taking into account the demands of the school program, and includes consultative work with teachers in maintaining and updating the plan. The plan has been developed in consultation with teachers.
Evaluating the library media program in relation to the Indicators of Success and reporting annually to the Board of Education	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the program that is somewhat aligned to the Indicators of Success.	Library/media specialist's plan to evaluate the program is organized around clear, measurable Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.	Library/media specialist's plan to evaluate the program is organized around clear, measurable Indicators of Success, and evidence is collected to evaluate growth toward the Indicators.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Establishing an environment of respect and rapport	Interactions between the library/media specialist and students, or among students, are negative, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions between the library/media specialist and students, or among students, are generally appropriate and free from conflict, but are characterized by occasional displays of insensitivity to cultural or developmental differences among students.	Interactions between the library/media specialist and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and among students are high quality, reflecting genuine warmth and respect for students' cultural differences. Students themselves demonstrate civility among students.
Establishing a culture for investigation and enjoyment of literature	The library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required. Most students are not on-task.	The library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it. Student on-task behaviors are inconsistent.	The library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. Students are generally on-task and engaged.	The library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. Students demonstrate their values through their engagement.
Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, assuming consistency in their smooth operation.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	The library/media specialist has attempted to establish standards of conduct for students and to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct have been established, and the library/media specialist monitors student behavior against those standards. The library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are established and students have been held to them. The specialist's response to student behavior is subtle and respectful to individual students, and the specialist plays an active role in managing student behavior.
Organizing physical space to enable smooth flow	The library/media specialist demonstrates no plan for use of the physical environment, resulting in congested or inefficient traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	The library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in free and efficient traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes effective use of the physical environment, resulting in clear traffic flow, and adequate space devoted to work areas and computer use. The environment is inviting.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	The library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. The collection is unbalanced in meeting the needs of staff and students.	The library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish a balance that reflects the needs of staff and students.	The library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. The collection is balanced to respond to the needs of staff and students.	The library/media specialist exceeds district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. The collection is balanced to respond to the needs of staff and students.
b: Collaborating with teachers in the design of instructional units and lessons	The library/media specialist does not collaborate with classroom teachers in the design of instructional lessons and units.	The library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked or directed to do so.	The library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	The library/media specialist exceeds in collaboration with classroom teachers in the design of instructional lessons and units.
c: Engaging students in reading literature for enjoyment and in using information skills for research purposes	Students are not engaged in reading literature for enjoyment or in using information skills for research purposes because of the design of activities, grouping strategies, or inappropriate materials.	Some students are engaged in reading literature for enjoyment and in using information skills for research purposes due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in reading literature for enjoyment and in using information skills for research purposes because of the design of activities, grouping strategies, or materials.	All students are engaged in reading literature for enjoyment and in using information skills for research purposes because of the design of activities, grouping strategies, or materials.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Assisting students and teachers in the use of technology in the library/media center	The library/media specialist does not assist students and teachers in the use of technology in the library/media center.	The library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked or directed to do so.	The library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	The library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.
Demonstrating flexibility and responsiveness	The library/media specialist adheres to the program in spite of evidence of its inadequacy.	The library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change, or when directed to do so.	The library/media specialist makes revisions to the library/media program when they are needed.	The library/media specialist evaluates the program promptly, and a student, parent,

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Reflecting on practice	The library/media specialist does not reflect on practice, or makes reflections that are inaccurate or self-serving.	The library/media specialist's reflections on practice are moderately accurate and objective, without citing specific examples and with only global suggestions as to how performance might be improved.	The library/media specialist's reflections provide an accurate and objective description of practice, citing specific positive and negative characteristics. The specialist makes some specific suggestions as to how the media program might be improved.	The library/media specialist's reflections are accurate and provide specific examples. The specialist draws on experience, and suggests alternative ways to achieve success.
Preparing and submitting reports and budgets	The library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are late or do not exist.	The library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests. Inventories and reports are sometimes submitted on time, but are vague or incomplete.	The library/media specialist evaluates teacher requests when preparing requisitions and budgets and follows established procedures for communicating approvals / denials. Inventories and reports are complete and submitted on time.	The library/media specialist evaluates teacher needs when preparing requisitions and budgets, evaluates established procedures for communicating approvals/denials, and suggests improvements to procedures. Inventories and reports are complete and submitted on time.
Communicating with the larger community	The library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	The library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	The library/media specialist engages in outreach efforts to parents and the larger community.	The library/media specialist reaches out to parents and the larger community through various contacts with outreach efforts for mutual benefit.

EASTLAND TEACHER EVALUATION PLAN

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Participating in a professional community	The library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	The library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested or directed to do so.	The library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The library/media specialist participates substantially in school and district events and projects and maintains positive relationships with colleagues in professional community.
Engaging in professional development	The library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	The library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	The library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	The library/media specialist participates in professional development activities based not only on need, but also on a clear understanding of his/her program and the needs of the school.
Demonstrating professional and ethical standards	The library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	The library/media specialist is honest in interactions with colleagues, students, and the public, and respects copyright laws.	The library/media specialist displays honesty and integrity in interactions with colleagues, students, and the public; he/she adheres carefully to copyright laws.	The library/media specialist displays honesty and integrity in interactions with colleagues, students, and the public, and takes a leadership role in ensuring there are no copyright law violations.

Appendix A

Working Draft Student Growth Measures for Teacher Evaluations Eastland CUSD #308

“For Stakes” Implementation in 2016-17
(last revised 6/20/2016)

For 2016-17, student growth will be incorporated as a “for stakes” component into teacher evaluations. Trend data and NWEA-MAP norms indicate the need to develop distinct performance bands for the Elementary and the Jr/Sr High School teachers. This is because the statistical projection of % of students expected to meet growth targets is less in the upper grades than in the lower grades. The committee has determined that is fairer to norm Eastland data by

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building than district-wide. Also, the committee has determined that spring to spring measures of growth will better serve students, teachers and students as doing so allows for the elimination of fall MAP testing (increasing instructional time). In this way, each student's previous end of year performance will be used as the baseline for growth for the next year. The matrix below (Table 1.) is a working draft of the student assessments that will be used for each subject and grade level to measure student growth for teacher evaluation purposes.

Performance Bands as determined by the last three year's district-normed performance data are as follows:

Type I (example: NWEA - MAP) (EES)

- >/= ___ % of students met or exceeded growth projection = Excellent
- >/= __%, < ___ % of students met or exceeded growth projection = Proficient
- >/= __%, < ___ % of students met or exceeded growth projection = Needs Imp.
- < ___ % of students met or exceeded growth projection = Unsatisfactory

NOTE: These performance bands are based on district-wide norms from 2013-14, 2014-15 and 2015-16. Starting with 2017-18, these performance bands will be based on building level norms.

(EJSHS)

- >/= ___ % of students met or exceeded growth projection = Excellent
- >/= __, < ___ % of students met or exceeded growth projection = Proficient
- >/= __, < ___ % of students met or exceeded growth projection = Needs Imp.
- < ___ % of students met or exceeded growth projection = Unsatisfactory

NOTE: These performance bands are based on building-level norms from 2013-14, 2014-15, and 2015-16. The plan is to use building level norms as a fairer indication of teachers' proficiency levels.

Type II/III (Common / Locally-Developed Assessments)

- >/= ___ % of students met or exceeded growth projection = Excellent
- >/= __%, < ___ % of students met or exceeded growth projection = Proficient
- >/= __%, < ___ % of students met or exceeded growth projection = Needs Imp.
- < ___ % of students met or exceeded growth projection = Unsatisfactory

These criteria are based on five years of nationally normed data, and three years of locally normed data.

Moving forward, these performance rating bands will continue to be based on the previous three years of locally-normed data, by building.

Type II/III assessments continue to be a work in progress. As/if the district moves to standards-based grading, these will need to be improved and implemented.

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Hold Harmless Provision (until local assessments can be normed to project growth)

2014-15 was the first year for using local assessments. While the district has collected data from these assessments, many of the instruments have been found to be deficient. Consequently, the district has been unable to norm the data. For this reason, co-hort analyses will be included in each teacher's evaluation for 2016-17 and 2017-18, but all teachers will receive a student growth rating of "Proficient" for student performance on their Type III Assessment during the these years of "for stakes" testing so that norms of projected growth can be calculated and used in 2018-19.

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TABLE 1. Student Growth Measure for Classroom Teachers			
Grade Level/Subject			
Grade Level/Subject	Assessments Used	Calculation Components of the Student Growth Factor	Evaluation Weight/Percent of Overall Evaluation
ELEMENTARY			
Teachers assigned to Prekindergarten	n/a	n/a	n/a
Teachers assigned to Kindergarten	<ul style="list-style-type: none"> ● Type I – NWEA Map Reading, Math, Language ● Type II or III – Locally developed common assessment for Math and Reading 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	Combination of two factors: NWEA Reading/ Math/Language and Type II/III Locally Developed Common Assessment Total = 30% of overall evaluation
Teachers assigned to 1 st Grade	<ul style="list-style-type: none"> ● Type I – NWEA Map Reading, Math, Language ● Type II or III – Locally developed common assessment for Math and Reading 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	Combination of two factors: NWEA Reading/ Math/Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 2 nd Grade	<ul style="list-style-type: none"> ● Type I – NWEA Map Reading, Math, Language ● Type II or III – Locally developed common assessment for Math and Reading 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each 	Combination of two factors: NWEA Reading /Math/Language and Type II/III Locally Developed Common Assessment Total = 30%

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		teacher's summative evaluation	
Teachers assigned to 3 rd Grade	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Math, Language • Type II or III – Locally developed common assessment for Math and Reading 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Reading /Math/Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 4 th Grade	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Math, Language • Type II or III – Locally developed common assessment for Math and Reading 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Reading /Math/Language and Type II/III Locally Developed Common Assessment Total = 30%
Middle Grades			
Teachers assigned to 5 th Grade Reading and Language (Erin)	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Language • Type II or III – Locally developed common assessment for Reading and Language 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Reading/ Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 5 th Grade Math and Language (Colleen)	<ul style="list-style-type: none"> • Type I – NWEA Map Math, Language • Type II or III – Locally developed common 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth 	Combination of two factors: NWEA Math /Language and Type II/III Locally

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	assessment for Math and Language	Projection from fall to spring in the 2 years preceding each teacher's summative evaluation	Developed Common Assessment Total = 30%
Teachers assigned to 6 th Grade Reading and Language (SueAnn)	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Language • Type II or III – Locally developed common assessment for Reading and Language 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Reading/ Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 6 th Grade Math and Language (Becky)	<ul style="list-style-type: none"> • Type I – NWEA Map Math, Language • Type II or III – Locally developed common assessment for Math and Language 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Math / Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 7 th Grade Literature and 8 th Grade Literature and Language Arts (Stephanie)	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Language • Type II or III – Locally developed common assessment for Reading and Language 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Reading/ Language and Type II/III Locally Developed Common Assessment Total = 30%
Teachers assigned to 7 th – 8 th grade Math (Jane)	<ul style="list-style-type: none"> • Type I – NWEA Map Math 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation 	Combination of two factors: NWEA Math and Type II/III Locally

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	<ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Math 	<ul style="list-style-type: none"> • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Developed Common Assessment</p> <p>Total = 30%</p>
Teachers assigned to 7 th – 8 th Grade Science (Bonnie)	<ul style="list-style-type: none"> • Type I – NWEA Map Science • Type II or III – Locally developed common assessment for Science 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Science and Type II/III Locally Developed Common Assessment</p> <p>Total = 30%</p>
Teachers assigned to 7 th and 8 th Grade Social Studies and 7 th Grade Language (Josh)	<ul style="list-style-type: none"> • Type I – NWEA Map Reading and Language • Type II or III – Locally developed common assessment for Social Studies 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation • % of students meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA MAP Reading and Language and Type II/III Locally Developed Common Assessment</p> <p>Total = 30%</p>
Elementary Intervention Teacher	<ul style="list-style-type: none"> • Type I – NWEA Map Reading (for students served) • Type II or III – Locally developed common assessment for Reading 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation • % of students served meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA MAP Reading and Type II/III Locally Developed Common Assessment</p> <p>Total = 30%</p>
Resource (Special Education) Teacher	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Math, Language (for students served) 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA MAP Reading, Math, Language and Type II/III Locally</p>

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	<ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Reading 	<ul style="list-style-type: none"> • % of students <i>served</i> meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher’s summative evaluation 	<p>Developed Common Assessment</p> <p>Total = 30%</p>
Art / Music Teacher	<ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Art or Music <p>And</p> <ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Art or Music 	<ul style="list-style-type: none"> • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation <ul style="list-style-type: none"> • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>Two (2) locally developed common assessments (30%)</p> <p>Total = 30%</p>
Physical Education Teacher	<ul style="list-style-type: none"> • Type I – Nationally normed test for Physical Education or NWEA Map for Reading <p>and</p> <ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for P.E. 	<ul style="list-style-type: none"> • % of students meeting their RIT Growth Projection in reading from spring to spring in the 2 years preceding each teacher’s summative evaluation • , or % meeting their growth projection for a Nationally normed P.E. test • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the year preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Reading or Nationally Normed PE Test (10%) and locally developed common assessment (20%)</p> <p>Total = 30%</p>
Computer/Technology Teacher	<ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Art or Music <p>And</p> <ul style="list-style-type: none"> • Type II or III – Locally developed common assessment for Art or Music 	<ul style="list-style-type: none"> • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation <ul style="list-style-type: none"> • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>Two (2) locally developed common assessments (30%)</p> <p>Total = 30%</p>

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High School Grades			
English/Language Arts Teacher	<ul style="list-style-type: none"> ● Type 1 – NWEA Map for Reading ● Type 1 – NWEA Map for Language <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ● Type II or III – Locally developed common assessment for English/Language Arts 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection for Reading from spring to spring in the 2 years preceding the teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Reading and Language and locally developed assessment</p> <p>Total = 30%</p>
Social Studies Teacher	<ul style="list-style-type: none"> ● Type 1 – NWEA Map for Reading ● Type II or III – Locally developed common assessment for Social Studies 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection for Reading from spring to spring in the 2 years preceding the teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Reading and locally developed assessment</p> <p>Total = 30%</p>
Science Teacher	<ul style="list-style-type: none"> ● Type I – NWEA Map for Science <p style="text-align: center;">And</p> <ul style="list-style-type: none"> ● Type II or III – Locally developed common assessment for Science 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection for Reading from spring to spring in the 2 years preceding the teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher’s summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Science and Language and locally developed assessment</p> <p>Total = 30%</p>
Math Teacher	<ul style="list-style-type: none"> ● Type I – NWEA Map for Math ● Type II or III – Locally developed common assessment for Math 	<ul style="list-style-type: none"> ● % of students meeting their RIT Growth Projection for Reading from spring to spring in the 2 years preceding the teacher’s summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring 	<p>Combination of two factors:</p> <p>NWEA Map for Math and locally developed assessment</p> <p>Total = 30%</p>

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		on the Type III in the 2 years preceding each teacher's summative evaluation	
Spanish Teacher	<ul style="list-style-type: none"> • Type 1 – National Spanish Exam • Type II or III – Locally developed common assessment for Spanish 	<ul style="list-style-type: none"> • % of students in Spanish for a 2nd year who increased their PR score on the National Spanish Exam from Spring to Spring in the 2-years preceding the teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher's summative evaluation 	<p>Combination of two factors:</p> <p>National Spanish Exam and locally developed assessment</p> <p>Total = 30%</p>
Resource Teacher	<ul style="list-style-type: none"> • Type I – NWEA Map Reading, Math, Language (for students served) • Type II or III – Locally developed common assessment for Reading 	<ul style="list-style-type: none"> • % of students served meeting their RIT Growth Projection from spring to spring in the 2 years preceding each teacher's summative evaluation • % of students served meeting their locally established Growth Projection from fall to spring in the 2 years preceding each teacher's summative evaluation 	<p>Combination of two factors:</p> <p>NWEA MAP Reading, Math, Language and Type II/III Locally Developed Common Assessment</p> <p>Total = 30%</p>
Industrial Arts, Agriculture, Family and Consumer Science, Business, Computers Teachers	<ul style="list-style-type: none"> • Type I – NWEA Map for Reading (or Math, or Science) And • Type II or III – Locally developed common assessment for Art or Music 	<ul style="list-style-type: none"> • % of students meeting their RIT spring to spring Growth Projection for Reading (or math or science) the 2 years preceding the teacher's summative evaluation • % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher's summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Reading (or math or science) (10%) and locally developed common assessment (20%)</p> <p>Total = 30%</p>
Art / Music Teacher	<ul style="list-style-type: none"> • Type I – NWEA Map for Reading And • Type II or III – Locally developed common 	<ul style="list-style-type: none"> • % of students meeting their RIT spring to spring Growth Projection for Reading the 2 years preceding the teacher's summative evaluation • % of students meeting their locally established Growth 	<p>Combination of two factors:</p> <p>NWEA Map for Reading (10%) and locally developed common assessment (20%)</p>

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	assessment for Art or Music	Projection from fall to spring on the Type III in the 2 years preceding each teacher's summative evaluation	Total = 30%
Physical Education Teacher	<ul style="list-style-type: none"> ● Type I – NWEA Map for Reading and ● Type II or III – Locally developed common assessment for P.E. 	<ul style="list-style-type: none"> ● % of students <i>served</i> meeting their RIT spring to spring Growth Projection for Reading or Math from fall to spring in the 2 years preceding the teacher's summative evaluation ● % of students meeting their locally established Growth Projection from fall to spring on the Type III in the 2 years preceding each teacher's summative evaluation 	<p>Combination of two factors:</p> <p>NWEA Map for Reading (10%) and locally developed common assessment (20%)</p> <p>Total = 30%</p>

Notes:

1. First year teachers will administer measures of student growth, but will not have calculations of student growth included in their summative rating until year two of employment.
2. Student growth measures from the first year will be used in evaluations of second year teachers.