

EASTLAND TEACHER EVALUATION INSTRUMENT

Eastland CUSD #308 2011-12 Evaluation Committee

**Dr. Mark D. Hansen
Monica Burkholder
Darcie Feltmeyer
Kari Scobee
Evie Knutti
Sarah Spears**

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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:

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

FORMAL EVALUATION PROTOCOL

- Step 1: The evaluator schedules observation dates / times
- Step 2: The certified staff member completes a pre-conference sheet prior to each observation
- A. All non-tenured staff will submit the sheet and complete a pre-observation interview with their building administrator.
 - B. Tenured staff will submit their sheet, and will have the option of requesting a pre-observation interview with the 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
- Step 4: After the observation, the certified staff member completes the approved written reflection and submits it to the administrator within 48 hours.
- Step 5: Using the written reflection and observation notes, the administrator completes the formative evaluation instrument.
- Step 6: Within five (5) school days of receipt of the written reflection, 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.

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INFORMAL WALK-THROUGHS

Using tablet software, evaluators will make periodic, informal walk-throughs of classrooms during instruction. Within 24 hours of each walk-through, the teacher will receive written feedback pertaining to levels and types of student engagement, observed teacher and student behaviors, routines, and professional practices. These walk-throughs will be conducted randomly, in evaluation and non-evaluation years. The purposes of these walk-throughs 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

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.

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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.

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

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

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

Suggestions:

Comments to clarify ratings assigned above:

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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.

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

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.

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

Suggestions:

1. Communicating with Students.

U NI P E

2. Using Questioning and Discussion Techniques.

U NI P E

3. Engaging Students in Learning and Higher Cognitive Level Thinking.

U NI P E

4. Using Assessment in Instruction.

U NI P E

5. Demonstrating Flexibility and Responsiveness.

U NI P E

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.

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

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 E

4. Growing and Developing Professionally.

U NI P E

5. Showing Professionalism.

U NI P E

Suggestions:

Comments to clarify ratings assigned above:

Framework for Teaching Rubric

DOMAIN I: PLANNING AND PREPARATION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Ia: 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 advanced knowledge of the content and of the structure of the discipline. Plans and practices actively build on previous learning, seeking causes for student misunderstanding in a manner that supports mastery of the outcomes articulated in the District Vision.
<i>Ib: 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>Ic: 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 that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
<i>Id: 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 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 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 seeks out varied resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her knowledge, to use in teaching, and for students who need them.
<i>Ie: 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, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
<i>If: 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 fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student participation in their development and provide multiple opportunities for success. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Framework for Teaching Rubric

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</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 the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and individual differences. Students themselves ensure high levels of civility among members of the class.
<i>2b: 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 and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: 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 transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
<i>2d: 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, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: 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 physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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DOMAIN 3: INSTRUCTION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: 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. It also anticipates possible student misconceptions.
<i>3b: 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 expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<i>3c: 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 intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: 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 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 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 uses assessment in a sophisticated manner through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: 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 individual students’ needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: 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, and students contribute to its maintenance.
<i>4b: 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 frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.
<i>4c: 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, to school and district events and projects, and assumes a leadership role with colleagues.
<i>4d: 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 profession through such activities as action research and mentoring new teachers. In addition, teacher seeks out feedback from colleagues.
<i>4e: 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 practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.

