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LETTER OF AGREEMENT

May 15, 2025

Bargaining on Evaluation

This Letter of Agreement is entered into between the Hamilton Community Schools Board of Education ("the Board") and the Hamilton Education Association ("the Association"). This Letter is effective upon signing and shall remain in effect through the duration of the agreement ratified in 2021, expiring on August 30, 2027. In accordance with Revised School Code Section 1249 and the Teachers' Tenure Act, the Board and the Association agree to:

A. Evaluation Tools

1. Teachers

Beginning with the 2025-2026 school year, teachers must be evaluated using the Thoughtful Classroom Teacher Effectiveness Framework™ (developed by Silver Strong & Associates Thoughtful Education Press). For this letter of agreement, "Teacher" is defined as an individual who has a valid Michigan teaching certificate or authorization and who is assigned by the school district to deliver direct instruction to pupils in any of grades K-12 as a teacher of record. For this letter of agreement, "Member" is defined as any member of the collective bargaining agreement ("CBA") between the Board and the Association ratified in 2021 and is in effect until August 30, 2027. Should this evaluation tool be revised by Silver Strong & Associates Thoughtful Education Press, the revisions must go into effect upon teachers being notified of such changes. Teachers must be evaluated using the negotiated performance evaluation system, which must include the following:

- a. Two specific performance goals are developed and drafted by the evaluator in consultation with the teacher to improve their effectiveness in the upcoming school year. These two goals are individualized and are in addition to any building or district-wide goals required of all staff. Specific performance goals will be finalized by September 30 of the upcoming school year. If mutual agreement is not reached by this date, the teacher will select one goal, and the evaluator will select the other. Performance goals must include any recommended training identified by the evaluator in consultation with the teacher that would assist the teacher in meeting these goals.
- b. An evaluation of the teacher's job performance while providing timely and constructive written feedback.
- c. Clear approaches to measuring student growth and providing teachers and school administrators with relevant data on student growth.
- d. Multiple rating categories that take into account student growth and assessment data or student learning objectives metrics.

- e. **80%** of the year-end evaluation determination as measured by the evaluation tool through classroom observations.
 - Beginning in the 2025–26 school year, the 80% objective portion of the evaluation will be based on the Thoughtful Classroom framework, limited to observations in Dimensions 1 through 4 (Four Cornerstones of Effective Teaching) and Dimension 10 (Professional Practice). Each of the selected dimensions will carry an equal weight of 20%.
 - Beginning with the 2026–27 school year and continuing thereafter, observation data will be drawn from Dimensions 1 through 4 (The Four Cornerstones of Effective Teaching), each contributing 12%, and Dimension 10 (Professional Practice), which will account for 20%. The remaining 32% will come from a combination of any observed Dimensions 5 through 9 (The Five Episodes of Effective Instruction).
 - The 32% allocated to Dimensions 5 through 9 will be determined by calculating the average of the scores received in any of those five dimensions that were observed and scored.
- f. **20%** of the year-end evaluation determination as calculated by the use of student growth and assessment data. The breakdown of this 20% will be as follows:
 - State data - 10%
 - Local data - 10%

2. Ancillary Staff

Ancillary staff and other non-teacher Members must be evaluated using an appropriate evaluation tool developed and recommended by an evaluation subcommittee(s) made up of administrators and Members. This must include, but is not limited to:

- a. Social Workers
- b. Counselors
- c. Speech and Language Pathologists
- d. Psychologists

B. Evaluation Process

1. Annual Performance Evaluation System

Beginning **July 1, 2024**, the annual performance evaluation system must assign a year-end rating of:

- i. **“Effective”**
- ii. **“Developing”**
- iii. **“Needing Support”**

It is further understood that wherever the evaluation ratings “Minimally Effective” and “Ineffective” appear in the current agreement, they shall be interpreted as equivalent to “Developing” and “Needing Support,” respectively.

2. Notification

Members must be notified no later than September 30, who will be doing their year-end evaluation.

3. Classroom Observations

Classroom observations that are intended to assist in the year-end performance evaluation for teachers will be conducted as follows:

- a. At least one observation must be conducted by the person doing the year-end evaluation.
- b. The first observation must occur no later than December 15 of each school year.
- c. The classroom observations used in the year-end evaluation must include a review of the teacher’s lesson plan for the portion of the day the observation takes place and the state curriculum standard used in the lesson.
- d. The observation must include a review of pupil engagement (as described in the Thoughtful Classroom tool) in the observed lesson.
- e. There must be at least 2 observations of a teacher in each school year the teacher is evaluated. One observation must be scheduled and requires an in-person pre-observation and post-observation meeting. All other observations may be unannounced.
- f. To ensure B.3.c. and B.3.d. above, the observation must be no less than fifteen (15) consecutive minutes.
- g. Classroom observations used in the year-end evaluation must not occur before the completion of the 10th school day of the student academic year, nor during the day before or after Thanksgiving Break, Christmas Break, and Spring Break, unless the teacher agrees to the observation.
- h. A post-observation meeting (in-person, virtual, or by email) must be held within 5 school calendar days of the observation. The teacher must receive written feedback within 10 school calendar days of the observation. There must be at least one in-person post-observation meeting per evaluation year.

4. Year-end Evaluation

- a. The following scale will determine the year-end evaluation rating for teachers:

Effective	2.50 to 3.00
Developing	1.51 to 2.49

Needing Support 1.00 to 1.50

- b. The year-end evaluation determination shall be reviewed at a meeting with the member by the third Friday in May. The year-end evaluation must include a draft of specific performance goals that will assist in improving effectiveness for the next school year and are developed by the evaluator in consultation with the member, and any recommended training identified by the evaluator in consultation with the member that would assist the member in meeting these goals as described in Section A.1.a. above.
- c. A year-end evaluation meeting shall occur between the evaluator and the member. All year-end evaluations must be signed by the evaluator and the member. The signature means only that the evaluation has been received and does not necessarily imply agreement.
- d. The summative year-end evaluation determination and written feedback shall be delivered/sent to the member electronically by May 30 of each year.
- e. All members shall have the right to submit a response to their evaluation, which will be included in their personnel file and attached to the year-end evaluation.
- f. In the event there is no year-end evaluation completed as described above, the member shall be deemed "effective".

5. Evaluation Exemptions

Members meeting any one of the following exemption criteria must not be provided an evaluation for that school year:

- a. Members who work **less than sixty (60) days** in any school year, or
- b. Members who have extenuating circumstances, and the member and the district agree to designate the member as unevaluated because of the extenuating circumstances, or
- c. Members who have had their evaluation results vacated through the grievance procedure.

Members meeting one of the above exemption criteria must receive a rating of "unevaluated." For purposes of tracking consecutive years of ratings, the same rating they received from the District in the prior year will be logged internally and submitted via the Registry of Educational Personnel (REP) for the current year.

6. Individual Development Plans (IDP)

All probationary teachers, teachers receiving a year-end evaluation effectiveness rating of less than "effective" must be placed on an Individualized Development Plan (IDP). A tenured teacher with specific areas of concern (regardless of effectiveness rating) may

be placed on an Individualized Development Plan (IDP). The IDP must provide the following:

- a. Specific performance goals will be developed in consultation with the teacher that will be used to assist in improving effectiveness for the next school year. The member will be provided all performance goals and deficiencies at the outset of the IDP.
- b. Recommended training identified by the evaluator to assist the teacher in meeting the goals of the IDP.
- c. In accordance with MCL 380.1526, all probationary teachers will be assigned a mentor during their first three years of teaching to support their development. Additionally, any teacher on an IDP will be assigned a mentor or coach who is not their evaluator to provide guidance and support throughout the IDP process.
- d. A mid-year progress report, no later than **February 1**, used as a supplemental tool to gauge a teacher's improvement and to assist in any needed additional improvement/goals that are aligned with the IDP. The evaluator must develop, in consultation with the teacher, a written improvement plan that includes these goals and training for the remainder of the year that will be used to assist in improving effectiveness.

7. Triennial Evaluations for Tenured Teachers/Non-teaching Members

- a. Tenured teachers or non-teaching members eligible for triennial evaluations must have 3 consecutive current year-end evaluation ratings of "Effective". Eligible members who are not evaluated in 2024-25 will be scheduled to be evaluated again in 2025-26.
- b. If the subsequent year-end rating is not "effective," the member shall be evaluated annually until receiving an effective rating for an additional three (3) consecutive years.
- c. Probationary members will be evaluated on an annual basis.

8. Return to Annual Evaluations

A member may be moved from triennial evaluations to annual evaluations if they meet one of the following:

- a. New staff member with prior tenure in another district
- b. Member requests to be evaluated
- c. Change of placement
- d. Placed on IDP

- e. Subject to discipline during the school year or the prior year

C. Student Growth Measures

1. Student Growth Goals

- a. Student growth goals will account for **20%** of the year-end evaluation.
- b. Goals must be mutually determined by the teacher and the evaluator.

2. Approved Measures

a. State Data (10%)

- i. PSAT, SAT, M-STEP (where applicable by building level)- 3-year average
 - Elementary (3rd & 4th grade combined data)
 - Middle School
 - High School
- ii. Metrics to be developed and recommended by an evaluation subcommittee.

b. Local Data (10%)

- i. Measured by the results of the Action Research Project.
- ii. In the event that metrics revisions are needed, the Board and Association will collaboratively develop an Evaluation Subcommittee.

D. Evaluation Subcommittee

An evaluation subcommittee, made up of an equal number of Administration and Association members to collaboratively develop metrics for student growth or achievement measures. Any recommendation of an evaluation subcommittee will need to be agreed upon between the Board and the Association.

E. Rights of Members

1. Grievability

- a. Any non-compliance with the evaluation process described in this agreement shall be subject to the grievance process as outlined in Article X of the current contract.
 - i. Probationary teachers cannot advance past a Level 3 grievance on any non-compliance with the evaluation process described in this agreement.

2. A tenured teacher who is rated as “needing support”

For a tenured teacher who is rated as “needing support” on a year-end evaluation, the following due process rights are available:

- a. The tenured teacher may request a superintendent review of their evaluation by submitting a written request within 30 calendar days of receiving the rating. The superintendent must review, possibly modify the evaluation, and provide a written response within 30 calendar days of the request. If the teacher is not satisfied, they or the association may request mediation within 30 calendar days of receiving the superintendent's response; the superintendent must reply within 15 calendar days to schedule mediation.
- b. After two consecutive "needing support" ratings, a tenured teacher may use the grievance process ending in binding arbitration as outlined in Article X of the current contract within 30 calendar days.

D. Training

The district shall provide training to all teachers on the evaluation system/tool and software platform.

E. Repeal and Amendments

Should any language within **MCL ACT 451 of 1976, Sec. 380.1249** amended be repealed or amended, the Board and Association will comply with changes to the law.

For the Hamilton Community Schools


 Signature
 Bradford Lusk
 Printed Name
 6/9/2025
 Date


 Signature
 MATTHEW BLOOD
 Printed Name
 6/9/2025
 Date

For the Hamilton Education Association


 Signature
 Kristi L. Zoerhof
 Printed Name
 05/30/2025
 Date


 Signature
 Kevin Everly
 Printed Name
 5/30/2025
 Date

ADDENDUM TO LETTER OF AGREEMENT
Bargaining on Evaluation (May 15, 2025)

November 5, 2025

The Hamilton Community Schools Board of Education (“the Board”) and the Hamilton Education Association (“the Association”) agree to incorporate and adopt the recommendations presented by each evaluation subcommittee. The parties acknowledge that these recommendations are attached to this Addendum and form an integral part of this agreement. These recommendations, as reviewed and approved by the respective subcommittees, shall guide implementation of the provisions outlined in the May 15, 2025 Letter of Agreement on Evaluation.

All other terms and conditions of the May 15, 2025 Letter of Agreement remain in full force and effect.

HAMILTON COMMUNITY SCHOOLS



Signature

11/5/25

Date



Signature

11/5/25

Date

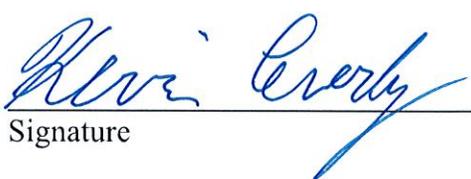
HAMILTON EDUCATION ASSOCIATION



Signature

11/05/25

Date



Signature

11/05/25

Date

Ancillary Staff Evaluation Tool

The Special Education Student Services team, which includes School Social Workers, Speech-Language Pathologists, and School Psychologists, recommends continuing to use the same evaluation rubric, goals, and observation format as in previous years. Survey feedback shows that members believe the current rubric aligns well with the Education Advance evaluation platform while also highlighting additional domains that reflect the professional standards unique to their roles.

- Rubric - Page 3
- SMART Goals - Page 7

School Counselor Tool

- Rubric - Page 8
- SMART Goals - 13

Action Research Rubric

- Page 14

State Assessment Data Rubric

- Page 15

Hamilton Community Schools Special Education Student Services Evaluation Framework

Found in our [evaluation platform](#)

Professional:
Evaluator:
Rating:

Date:
Site:

Instructions:

1. The evaluator is to rate the professional on a four-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each skill area.
3. The evaluator and the school professional must discuss the results of the appraisal and any recommended action pertinent to it.
4. The school professional and the evaluator must sign the instrument in the assigned space.
5. The instrument must be filed in the school professional's personnel folder.

Planning and Preparation	Effective	Developing	Needing Support
Knowledge of Students' Development and Skills	Demonstrates extensive knowledge of typical developmental characteristics and uses them appropriately for each student.	Shows general knowledge of developmental characteristics but does not consistently apply them.	Lacks general knowledge of developmental characteristics.
Knowledge of Students' Interests, Cultural and Varied Approaches to Learning	Understands student interests and cultural backgrounds, and effectively incorporates varied learning approaches into instructional planning.	Has a basic understanding of student interests and cultural backgrounds, and demonstrates basic knowledge of varied learning approaches.	Does not understand student interests or cultural backgrounds, and lacks knowledge of varied learning approaches.
Organization of Physical Space	Organizes space to support learning goals, with materials easily accessible.	Space is somewhat organized, but materials can be hard to find.	Space is poorly organized, with materials generally unavailable.

Comments:

Learning Environment	Effective	Developing	Needing Support
Interaction with Students	Interactions are friendly and demonstrate general warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. The professional encourages the respect of students.	Interactions are generally appropriate but may occasionally show inconsistencies, favoritism, or cultural disregard.	Interactions are inappropriate and do not encourage student respect
Monitoring and Response to Student Behavior	Is attentive to student behavior and responds respectfully and appropriately.	Occasionally misses some student activities and responds inconsistently.	Does not respond consistently

Comments:

Student Engagement	Effective	Developing	Needing Support
Flexibility and Feedback	Uses effective methods to check for student understanding and instruction is adjusted as needed.	Inconsistently checks for understanding and provides minimal feedback.	Does not check for understanding or provide feedback.
Assessment of Student Learning	Conducts accurate, high-quality formative assessments and adjusts sessions based on data.	Conducts some formative assessments but makes few adjustments based on data.	Does not conduct formative assessments or adjust sessions based on data.

Comments:

Professional Responsibilities	Effective	Developing	Needing Support
Service to Students	Proactively serves students and collaborates with a team to ensure student success.	Attempts to serve students inconsistently and is limited in meeting their needs.	Fails to honor and advocate for students.
Service to Profession	Actively seeks out professional development opportunities.	Participates in professional activities.	Does not participate in professional activities.
Self Evaluation	Provides accurate, objective reflections with specific examples and improvement suggestions.	Offers moderately accurate and objective reflections without specific examples and only general improvement suggestions.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
Maintains Confidentiality	Demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share information.	Understands privacy and confidentiality but is inconsistent in demonstrating it.	Fails to maintain privacy and confidentiality.

Comments:

Professional Standards	Effective	Developing	Needing Support
Evaluation	Consistently meets time frames related to the evaluation process. Records are accurate, complete and up to date. Thoroughly gathers information from records, parents and school staff to determine and understand students' needs. A variety of assessment techniques and evaluation tools are used.	Time frames are met in a portion of the cases. Information meets the minimum criteria for indicating eligibility. Evaluation tools used are appropriate but limited.	Time frames are not met. The information does not meet the minimum criteria. Evaluation tools are not utilized appropriately.
Interpersonal	Establishes good rapport/working relationship with staff. Able to share information at different levels and effectively facilitate meetings.	Approachable but unavailable. Information is not shared at an appropriate level.	Is unapproachable, unavailable, dismissive, and does not share information.
Ethics	Demonstrates professional conduct and can clearly and accurately communicate special education procedures.	Underdeveloped knowledge of rules/regulations. Requires a lot of assistance (in following rules, etc.).	Communicates inaccurate information about special education rules/regulations.
Reports	Oral and written reports are accurate and clear, include educationally relevant recommendations, and are tailored for the audience.	Reports are accurate but lacking clarity and not always appropriate to the audience.	Reports are inaccurate or not appropriate to the audience.
Evidence-based and current techniques	Implements evidence-based best practices for assessment and/or interventions with students.	Attempts to implement evidence-based best practices for assessment and/or interventions with students are not always successful.	Does not implement evidence-based best practices for assessment and interventions/or with students.

Comments:

Service Delivery	Effective	Developing	Needing Support
Data Management	Has developed an effective data management system for monitoring student progress related to IEP's and uses it to adjust treatment when needed. Uses the system to communicate with teachers and parents.	Has developed a rudimentary data management system for monitoring student progress related to IEP's and occasionally uses it to adjust treatment when needed.	Has not developed data management system or the system is in disarray. It cannot be used to monitor student progress or to adjust treatment when needed.
Consultation	Consults and advocates for students with administrators, teachers, and support personnel.	Sometimes consults and advocates for students with administrators, teachers, and support personnel.	Does not consult or advocate for students with administrators, teachers, and support personnel.
Incorporates IEP goals	Is aware of the entire IEP and incorporates skills from other disciplines when required.	Is aware of parts of the IEP and sometimes incorporates skills from other disciplines when required.	Is not aware of entire IEP and does not incorporate skills from other disciplines when required.
Licensure/Certification	Holds the necessary and current license/certification. Completes necessary professional development in order to maintain licensure/certification.	Does not attend necessary professional development to ameliorate professional deficiencies.	No longer holds necessary license/certification.
Use of Resources	Seeks out and uses resources available through school, the district or community for teaching and learning.	Inconsistent use of resources available through the school district or community for teaching and learning.	Unaware of resources available through the school district or community for teaching and learning.

Comments:

Professional 's Response to the Evaluation:

Professional 's Signature and Date

Administrator's Signature and Date

- CHECKLIST ITEM: SMART Goals (Student Services - Eval Year)
- None

SMART Goals

SMART Goal	Specific Strategies & Action Steps	Measurable	Attainable	Relevant & Results-Oriented	Timebound
IDP Goal 1:	/	/	/	/	/
IDP Goal 2:	/	/	/	/	/
Optional - IDP Goal 3:	/	/	/	/	/

Staff Signoff:

Final Rating for SMART Goals :

Admin Signoff:

**Hamilton Community Schools
Counselor Professional Evaluation Framework – 2025/26**

**Professional:
Evaluator:**

**Date:
Site:**

Instructions:

1. The evaluator is to rate the professional on a four point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each skill area.
3. The evaluator and the school professional must discuss the results of the appraisal and any recommended action pertinent to it.
4. The school professional and the evaluator must sign the instrument in the assigned spaced.
5. The instrument must be filed in the school professional's personnel folder.

Planning and Preparation	Highly Effective	Effective	Minimally Effective	Ineffective
Knowledge of Students' Development and Skills	Displays and uses extensive knowledge of typical developmental characteristics as they pertain to each student.	Displays understanding of typical developmental characteristics of groups of students, as well as, exceptions to general patterns.	Displays general knowledge of developmental characteristics but does not use consistently.	Does not display general knowledge of developmental characteristics.
Knowledge of Students' Interests, Cultural and Varied Approaches to Learning	Displays thorough knowledge of interests and cultural heritage of each student. Uses, where appropriate, knowledge of students; varied approaches to learning in instructional planning.	Displays knowledge of interests and cultural heritage. Demonstrates understanding of different approaches to learning.	Displays general understanding of student interests or cultural heritage. Demonstrates basic knowledge of different approaches to learning.	Does not display general understanding of student interests or cultural heritage. Does not demonstrate basic knowledge of different approaches to learning.
Organization of Physical Space	Has organized space in a manner that supports learning goals. Materials are convenient when needed.	Has organized space in an appropriate manner. Materials are convenient when needed.	Has somewhat organized space. Materials maybe difficult to find when needed.	Has little or no organization of space. Materials are usually not available.

Comments:

Learning Environment	Highly Effective	Effective	Minimally Effective	Ineffective
Interaction with Students	Interactions demonstrate genuine caring and respect for individual students. Successfully accommodates students' questions or interests. Students exhibit respect for professional as an individual.	Interactions are friendly and demonstrate general warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Professional encourages the respect of students.	Interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Professional minimally encourages the respect of students.	Does not have appropriate interactions with students. Professional does not encourage the respect of students.
Monitoring and Response to Student Needs	Is subtle and preventative. Response is highly effective and sensitive to individual needs.	Is alert to student needs. Response is respectful and generally appropriate.	Not aware of the needs of some students even when presented. Responds inconsistently.	Does not respond to student needs when presented.

Comments:

Student Engagement	Highly Effective	Effective	Minimally Effective	Ineffective
Presentation of Information	Uses a variety of effective methods to check for student understanding and instruction is adjusted as needed.	Frequently checks for understanding and gives students feedback as needed.	Inconsistently checks for understanding during instruction and give minimum feedback.	Does not check for understanding or provides feedback.
Assessment of Student Learning During Presentation of Information	Conducts appropriate, accurate, high quality, formative assessment and makes session changes based on data.	Conducts formative assessment and makes session changes based on data.	Conducts some formative assessment but makes few session changes based on data.	Does not conduct formative assessment and makes session changes based on data.

Comments:

Professional Responsibilities	Highly Effective	Effective	Minimally Effective	Ineffective
Service to Students and Support for Them	Is highly proactive in serving students. Makes effort to ensure that students are honored in the school. Takes a leadership role in decision making.	Is active in serving students. Works within a team to ensure that students receive a fair opportunity to succeed.	Attempts to serve students inconsistently. Is limited in meeting students' needs.	Dishonors students in the schools, fails to advocate for students.
Service to Profession	Seeks out leadership roles with profession.	Seeks out professional development opportunities.	Participates in professional activities.	Does not participate in professional activities.
Self Evaluation	Is highly accurate and perceptive in his/her reflections, citing specific examples of what were not successful for at least some students. Draws on extensive repertoire to suggest alternative strategies.	Provides accurate and objective reflection of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how his/her practice might be improved.	Is moderately accurate and objective in reflection of practice without citing specific examples, and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
Maintains Confidentiality	Promotes and shares with others how to maintain privacy and confidentiality.	Demonstrates the ability to determine when, where, and with whom it is legal and appropriate to share information.	Understands privacy and confidentiality but does not demonstrate consistently.	Does not maintain privacy and/or confidentiality.

Comments:

Professional Standards	Highly Effective	Effective	Minimally Effective	Ineffective
Counseling Tasks: Scheduling, Naviance, Testing, etc.	Consistently meets time frames related to the counseling calendar. Records are accurate, complete and up to date. Thoroughly gathers information from records, parents and school staff to determine and understand students' needs.	Time requirements are met in all cases. Counseling Tasks are appropriate and varied.	Time frames are met in a portion of the cases. Information meets minimum criteria for indicating eligibility. Counseling tasks used are appropriate but limited.	Time frames are not met. Information does not meet minimum criteria.
Interpersonal	Ability to diffuse a difficult situation. Willing to take leadership/facilitate meetings often. Establishes rapport even in difficult situations.	Establishes good rapport/working relationship with staff. Able to share information at different levels. Able to facilitate meetings.	Approachable but unavailable. Information not shared at an appropriate level.	Unapproachable. Unavailable. Does not share information. Dismissive of others' opinions.
Ethics	Maintains high expectations and directions of professional conduct (professionalism at all times).	Is able to clearly and accurately communicate school procedures.	Underdeveloped knowledge of rules/regulations. Requires a lot of assistance (in following rules, etc.).	Communicates inaccurate information about school procedures/regulations.
Evidence based and current techniques	Consistently implements evidence based best practices for interventions with students.	Implements evidence based best practices for interventions with students.	Attempts to implement evidence based best practices for interventions with students are not always successful.	Does not implement evidence based best practices interventions with students.

Comments:

Service Delivery	Highly Effective	Effective	Minimally Effective	Ineffective
Data Management of Counseling task: Credit Checks, Testing, Naviance, etc...	Has developed a highly effective data management system for monitoring student and counseling tasks. Uses the system to communicate with teachers and parents.	Has developed an effective data management system for monitoring student and counseling tasks. Uses the system to communicate with teachers and parents.	Has developed a rudimentary data management system for monitoring student and counseling tasks.	Has not developed data management system or system is in disarray.
Consultation	Proactively and effectively consults and advocates for students' needs with administrators, teachers, and support personnel. Is a resource in area of expertise.	Consults and advocates for students with administrators, teachers, and support personnel.	Sometimes consults and advocates for students with administrators, teachers, and support personnel.	Does not consult or advocate for students with administrators, teachers, and support personnel.
Licensure/Certification	Holds the necessary and current license/certification, and has taken more the required professional development courses.	Holds the necessary and current license/certification. Completes necessary professional development in order to maintain licensure/certification.	Does not attend necessary professional development to ameliorate professional deficiencies.	No longer holds necessary license/certification.
Use of Resources	Seeks out and integrates resources available through the school, district and other organizations for counseling services.	Utilizes resources are available through school, the district or community for counseling services.	Inconsistent use of resources available through the school district, or community for counseling services.	Unaware of resources available through the school district, or community for counseling services.

Comments:

Professional 's Response to the Evaluation:

Professional 's Signature and Date

Administrator's Signature and Date

SMART Goals

SMART Goal	Specific Strategies & Action Steps	Measurable	Attainable	Relevant & Results-Oriented	Timebound
IDP Goal 1:					
IDP Goal 2:					
Optional - IDP Goal 3:					

Staff Signoff: I am agreeing to this SMART Goals - 4 points and this portion of the SMART Goals - 4 points will be locked from further changes. My primary and secondary evaluators will be notified by email that this SMART Goals is available for viewing and awaiting approval (if applicable).

Final Rating for SMART Goals - 4 points :

Hamilton Community Schools Action Research Project Rubric

Teacher:

<p>Initial Plan</p> <p>One specific, measurable, attainable, rigorous, timely, and equitable goal is written. The initial instructional Plan is developed <u>after baseline data is gathered</u>; baseline data is used to develop the plan. The Initial Instructional Plan includes <u>differentiation, accommodations, and/or modifications</u> based on baseline data. A specific timeline (amount of time needed) is used. ARP must be completed and submitted by May 1. Action Research Project Template</p>				
		Needing Support	Developing	Effective
		1	2	3
Revision of Initial Plan	60%	The teacher provides evidence of baseline and final assessment data, <u>but does not acknowledge the process of assessing students</u> (formally or informally) to monitor students' learning during the time the standard was taught.	The teacher collected student evidence during the time the standard was taught (formative ongoing assessments), <u>but does not provide evidence for how the information drove instruction for individual students.</u>	The teacher assessed students throughout the entire period of time the standard is taught and made differentiations, accommodations, and/or modifications on an individual basis. Includes evidence for how the information drove instruction for individual students. Includes specific dates and instructional activities.
Quality of Evidence and Reflection	30%	The reflection questions were answered with minimal reasons explaining the answers.	Describes how data and student response drove their instruction. or Presents information on how the research project might impact their teaching moving forward.	Describe in detail how respective adaptations/modifications affected the overall proficiency of individual students and the class as a whole. and Presents information on how the research project might impact their teaching moving forward.
Student Proficiency	10%	≤ 74% of the students met the goal.	75-84% of the students met the goal.	85 - 100% of the students met the goal.



Y5-12 Growth Data

Student growth and assessment data shall comprise twenty percent (20%) of the annual year-end teacher evaluation. Ten percent (10%) shall be based on state assessment growth data from the preceding school year, and ten percent (10%) shall be based on the teacher's individual Action Research project from the current year.



<p>10%</p> <p>SAT/PSAT/M-STEP</p>	<p>10%</p> <p>Action Research Project</p>
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<p>Each level will receive a level score based on a comparison of the 3-year average to the most recent year of data for all state assessments given.</p> <ul style="list-style-type: none"> • Y5 - 4: All M-Step Assessments Given • 5-8: All M-Step & PSAT Assessments Given • 9-12: All M-Step, PSAT, & SAT Assessments Given 	<p>Action Research Plan Rubric</p>
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<p>Effective - 75% proficiency/college & career OR no more than 5% points below the 3-year proficiency/CCR average</p> <p>Developing - 6-10% points below the 3-year proficiency/CCR average</p> <p>Needing Support - 11% or more points below the 3-year proficiency/CCR average</p> <p>*Percentages will be based on district SAT/PSAT/M-STEP scores.</p> <p>*All scores for all testing areas will not be rounded to the whole number.</p>	<p>Action Research Plan Rubric</p>
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