

Lincoln School District 156

AUGUST 17, 2015

3:50-E17

COACH TEACHER EVALUATION

Name: _____

School: _____

Grade/Subject: _____

Evaluator: _____

✓ EMPLOYEE STATUS

1st year Non Tenure
 2nd Year Non Tenure
 3rd Year Non Tenure
 4th Year Non Tenure

Tenure Position: Years of Service _____

EVALUATION SEQUENCES

Informal observations will continue throughout the school year. The evaluator will make formal observations of at least the number and length specified in the contract.

Type of Observation ✓ Check One	Date of Pre-Observation Planning Conference	Date of Observation	Length of Visit	Type of Class	Date of post-Observation Reflection Conference
First Formal	<input type="checkbox"/>				
Second Formal	<input type="checkbox"/>				

SUMMATIVE PERFORMANCE RATING (BASED ON 2 FORMAL OBSERVATIONS) ✓ Check One	ADMINISTRATION RECOMMENDATION ✓ Check One				
Excellent	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Evaluated Again Next Year</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Tenured Award at beginning of Next School Year</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Evaluated Again Next Year	<input type="checkbox"/>	Tenured Award at beginning of Next School Year	<input type="checkbox"/>
Evaluated Again Next Year	<input type="checkbox"/>				
Tenured Award at beginning of Next School Year	<input type="checkbox"/>				
Proficient					
Needs Improvement	Rehire <input type="checkbox"/>				
Unsatisfactory	Non-Renewal <input type="checkbox"/>				

SIGNATURES:

Evaluator (Date)

Teacher (Date)

Teacher's Comments Forthcoming _____ Yes _____ No

[Within 15 Days] Date Due: _____

ADOPTED: August 17, 2015

3:50-E17

Domain 1 – Planning and Preparation: The District 156 planning and instruction expectation focuses upon content knowledge and pedagogy. A comprehensive understanding of the Illinois State Learning Standards and the District curriculum along with knowledge of the students’ background, instructional strategies, and the assessment process are also key components of this domain.

Domain 2 – The Learning Environment: The District 156 learning expectation focuses upon establishing and maintaining a productive environment responsive to the needs of the learner. A productive and safe learning environment is accepting, encouraging, and motivating to the learner.

Domain 3 – Delivery of Service: The District 156 instructional method focuses upon implementation of the Illinois State Learning Standards and the District curriculum through meaningful instructional experiences. Meaningful instructional experiences may include but not limited to communicate clear expectations, creating opportunities to use knowledge, utilizing multiple assessments, and providing learner feedback.

Domain 4 – Professional Growth/Responsibilities: The District 156 professional growth expectation focuses upon sustained efforts to develop new skills through continuing education. The on-going professional development includes but not limited to sustained efforts such as committing to professional growth related to performance standards and district/school improvement initiatives, participating in professional development experiences, applying new learning, and reflecting on the impact of the new learning. The professional responsibility expectation also includes but not limited to maintaining accurate records, communicating with families, and contributing to the school and district.

FORMAL OBSERVATION

Planning-Feedback-Reflection

Process

One component of the summative evaluation process is the formal observation for employees. Formal observations for employees will occur in accordance with the contract between the *Lincoln Council, Southwest Suburban Federation of Teachers, Local 943 and the Board of Education of School District 156, Cook County, Illinois.*

Templates

Teacher Pre-Observation Planning Form:

The document will be made available to the employee prior to the formal observation. The completed Pre-observation planning form will be submitted to the evaluator for review prior to the formal observation.

Administrative Observation Feedback Reflection Form:

The document will be used by the evaluator to collect data during formal observation. The completed Observation feedback reflection form will be shared with the employee during the post observation conference.

Domain 1 for Instructional Specialists (Literacy Coach, Math coach, & Interventionist): Planning and Preparation

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

DOMAIN 1 FOR INSTRUCTIONAL SPECIALISTS (LITERACY COACH, MATH COACH, & INTERVENTIONIST): PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional 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.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Instructional Specialists (Literacy Coach, Math coach, & Interventionist): The Environment

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

DOMAIN 2 FOR INSTRUCTIONAL SPECIALISTS (LITERACY COACH, MATH COACH, & INTERVENTIONIST): THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3 for Instructional Specialists (Literacy Coach, Math coach, & Interventionist): Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

DOMAIN 3 FOR INSTRUCTIONAL SPECIALISTS (LITERACY COACH, MATH COACH, & INTERVENTIONIST): DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3d: Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Instructional Specialists (Literacy Coach, Math coach, & Interventionist): Professional Responsibilities

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist'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.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

DOMAIN 4 FOR INSTRUCTIONAL SPECIALISTS (LITERACY COACH, MATH COACH, & INTERVENTIONIST): PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4d: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Process

The statements reflected in the TEACHER EVALUATION are the result of formal and informal observations, conferences and conversations during the evaluation cycle. They reflect review of planning materials, communications, professional practice and other materials shared with the evaluator.

EVALUATOR SUMMATIVE REFLECTION:

PROFESSIONAL DEVELOPMENT SUMMARY Include Building/District Activity & Workshops outside of the District (including college coursework) Within the past 2 Years	
Workshop, Activity, or Course	Date

The evaluator will place a copy(s) of the formal observation in the employee's personnel file.

**TEACHER PRE-OBSERVATION
PLANNING FORM**

TEACHER:
DATE:
GRADE:
SUBJECT:

OBSERVATION DATE:
TIME OF OBSERVATION:
LOCATION:

<p>OBJECTIVE Of The LESSON ✓ Include ISLS Objective(s) ✓ Relationship To Goal Plan</p>	
<p>DESIRED RESULTS/ OUTCOMES <i>(share vision of what you hope to achieve)</i></p>	
<p>DEVELOPMENTAL STAGE of the LESSON <i>(Introductory, middle or Culminating)</i></p>	
<p>HOW WILL YOU MEASURE SUCCESS of the LESSON</p>	
<p>SPECIAL FACTORS about the lesson/class that you wish to share</p>	

**ADMINISTRATIVE OBSERVATION
FEEDBACK
REFLECTION FORM**

<p>DOMAIN 1 PLANNING</p> <ul style="list-style-type: none">➤ Demonstrating Knowledge of Content and Pedagogy➤ Demonstrating Knowledge of programs➤ Setting Instructional Outcomes➤ Demonstrating Knowledge of Resources➤ Designing Coherent Instruction➤ Designing Student Assessments	
<p>DOMAIN 2 ENVIRONMENT</p> <ul style="list-style-type: none">➤ Creating an Environment of Respect and Rapport➤ Establishing a Culture for Learning➤ Managing Classroom Procedures➤ Managing Student Behavior➤ Organizing Physical Space	
<p>DOMAIN 3 DELIVERY OF SERVICE</p> <ul style="list-style-type: none">➤ Communicating with Students➤ Using Questioning and Discussion Techniques➤ Sharing expertise with staff➤ Using Assessment in Instruction➤ Demonstrating Flexibility and Responsiveness	
<p>DOMAIN 4 PROFESSIONALISM</p> <ul style="list-style-type: none">➤ Reflecting on Teaching➤ Maintaining Accurate Records➤ Communicating with Families➤ Participating in the Professional Community➤ Growing and Developing Professionally➤ Showing Professionalism	

