

## Kankakee School District No. 111 Instructional Coach Performance Evaluation

School Year:	<b>2013-2014</b>	Job Classification:	<b>Certified</b>
Last Name:		Document Type:	<b>Evaluation</b>
First Name:			
School:		First year	
Department:		Second year	
Evaluator:		Third Year	
		Fourth Year	
		Tenure	

Pre-Conference date:		(not required for informal observation)
Observation date:		
Length of observation:		
Post Conference date:		

Domain Scores:	Points Earned	Maximum Score	Weighting	Weighted Score
Planning & Preparation	0	18	0.00	35% 0.00
The Environment	0	15	0.00	15% 0.00
Delivery of Service	0	15	0.00	35% 0.00
Professional Responsibilities	0	18	0.00	15% 0.00

**Percentage of Points Earned:** 0

<b>OVERALL RATING</b>	Excellent	(80 to 100%)	<input style="width: 95%;" type="text"/>
	Proficient	(59 to 79%)	<input style="width: 95%;" type="text"/>
	Needs Improvement	(31 to 58%)	<input style="width: 95%;" type="text"/>
	Unsatisfactory	(0-30%)	<input style="width: 95%;" type="text"/>

**Signatures:**

Date: _____	Evaluator: _____
Date: _____	Principal: _____
Date: _____	Instructional Coach: _____
Date: _____	HR: _____

## Domain 1: Instructional Coach: Planning & Preparation

### 1a. Demonstrating knowledge

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1a: Demonstrating knowledge of current trends in instruction and adult professional development	Instructional Coach knowledge of high quality instruction and trends in professional development is wide and deep; coach is regarded as "expert" by colleagues.	Instructional Coach demonstrates thorough knowledge with high quality instruction and trends in adult professional development	Instructional Coach demonstrates basic familiarity with high quality instruction and trends in adult professional development	Instructional Coach demonstrates little or no familiarity with high quality instruction or trends in adult professional development	0
Evidenced by:					0

### 1b. Demonstrating knowledge

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1b: 1b: Demonstrating knowledge of the school's curricular/assessment program and levels of teacher skill in delivering that program	Instructional Coach is deeply familiar with the school's curricular/assessment program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Instructional Coach demonstrates thorough knowledge of the school's curricular/assessment program and of teacher skill in delivering that program.	Instructional Coach demonstrates basic knowledge of the school's curricular/assessment program and teacher skill in delivering that program.	Instructional Coach demonstrates little or no knowledge of the school's curricular/assessment program or teacher skill in delivering that program.	0
Evidenced by:					0

### 1c: Establishing Goals

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1c: Establish goals for instructional support appropriate to the setting and the teachers served	Instructional Coach's goals for instructional support are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional Coach's goals for instructional support are clear and are suitable to the situation and the needs of the staff.	Instructional Coach's goals for instructional support are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional Coach has no clear goals for instructional support or they are inappropriate to either the situation or the needs of the staff.	0
Evidenced by:					0

### 1d: Demonstrating knowledge of resources

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional Coach actively seeks out new core and supplemental resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional Coach is fully aware of core and supplemental resources available in the school and district and in the larger professional community for teachers to advance their skills	Instructional Coach demonstrates basic knowledge of core and supplemental resources available in the school and district for teachers to advance their skills.	Instructional Coach demonstrates little or no knowledge of core and supplemental resources available in the school or district for teachers to advance their skills.	
<b>Evidenced by:</b>					0

**1e: Planning**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
1e: Planning the instructional support program, integrated with the overall school program	Instructional Coach'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.	Instructional Coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional Coach'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 Coach's plan consists of a random collection of related activities, lacking coherence or an overall structure.	
<b>Evidenced by:</b>					0

**1f: Develop a plan**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
Developing a plan to evaluate the instructional support program	Instructional Coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional Coach'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 Coach has a rudimentary plan to evaluate the instructional support program.	Instructional Coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.	
<b>Evidenced by:</b>					0

Domain Total

0

## Domain 2: Instructional Coach: The Environment

### 2a: Creating trust and respect

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
2.a: Creating an environment of trust and respect	Relationships with the Instructional Coach are highly respectful and trusting with many contacts initiated by teachers.	Relationships with the Instructional Coach are respectful, with some contacts initiated by teachers.	Relationships with the Instructional Coach are cordial; teachers don't resist initiatives established by the Instructional Coach.	Teachers are reluctant to request assistance from the Instructional Coach, fearing that such a request will be treated as a sign of deficiency.	
Evidenced by:					0

### 2b: Establishing instructional improvement

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
2b: Establishing a culture for ongoing instructional improvement	Instructional Coach has established a culture of professional inquiry and the importance of school improvement in which teachers initiate projects to be undertaken with the support of the coach.	Instructional Coach promotes a culture of professional inquiry and the importance of school improvement in which teachers seek assistance in improving their instructional skills.	Instructional Coach conveys the sense that the work of improving instruction is important, but does not actively seek to foster a culture of professional inquiry.	Instructional Coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	
Evidenced by:					0

### 2c: Establishing procedures

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
2c. Establishing clear procedures for teachers to gain access to instructional support for themselves and their students	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional Coach has established clear procedures for teachers to use in gaining access to support both themselves and their students.	Some procedures (for example, RtI process) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the Instructional Coach, they are not sure how to go about it.	
Evidenced by:					0

### 2d: Establishing professional interactions

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)
-----------	--------------------------	---------------------------	------------------------------	-------------------------------

2d:Establishing and maintaining norms of behavior for professional interactions	Instructional Coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional Coach has established clear norms of mutual respect for professional interaction.	Instructional Coach's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactional with one another.	Points
<b>Evidenced by:</b>					0

**2e: Organizing Physical Space**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
2e: Organizing physical space for workshops or training	Instructional Coach makes highly effective use of the physical environment, with teacher contributing to the physical arrangement.	Instructional Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Instructional Coach 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.	Points
<b>Evidenced by:</b>					0

Domain Total

0

## Domain 3: Instructional Coach: Delivery of Service

### 3a: Collaborating with Teachers

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
3.a: Collaborating with teachers in the design of instructional units and lessons	Instructional Coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Instructional Coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional Coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional Coach declines to collaborate with classroom teachers in the design of instructional lessons and units.	Points
Evidenced by:					0

### 3b: Engaging teachers

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
3.b: Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquired new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional Coach's efforts to engage teachers in professional learning are partially successful, with some participating.	Instructional Coach does not foster engagement with teachers to learn new instructional skills. Teachers decline opportunities to engage in professional learning.	Points
Evidenced by:					0

**3c: Sharing expertise with staff**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3.c: Sharing expertise with staff	The quality of the Instructional Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Instructional Coach conducts extensive follow-up work with teachers.	The quality of the Instructional Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional Coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	
<b>Evidenced by:</b>					0

**3d: Locating resources**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3d Locating resources for teacher to support instructional improvement	Instructional Coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional Coach locates resources for instructional improvement for teachers when asked to do so.	Instructional Coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional Coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	
<b>Evidenced by:</b>					0

**3e: Demonstrating Flexibility and Responsiveness**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
3e: Demonstrating flexibility and responsiveness	Instructional Coach is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional Coach makes revisions to the support program when it is needed.	Instructional Coach makes modest changes in the support program when confronted with evidence of the need for change.	Instructional Coach adheres to his/her plan, in spite of evidence of its inadequacy.	
<b>Evidenced by:</b>					0

Domain Total

0

## Domain 4: Instructional Coach: Professional Responsibilities

### 4a.: Reflecting on practice

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4a: Reflecting on practice	Instructional Coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional Coach'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 Coach does not reflect on practice, or the reflections are inaccurate or self-serving.	
<b>Evidenced by:</b>					0

### 4b: Preparing Data

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4b: Preparing and submitting data and reports	Instructional Coach anticipates and responds to teacher needs when preparing data and reports, following established procedures and suggesting improvements to those procedures. Reports and data are always submitted on time.	Instructional Coach's reports or data are complete, anticipating all schedules and following established procedures. Reports and data are always submitted on time.	Instructional Coach's efforts to prepare data and reports are partially successful. Information is sporadically shared and is sometimes submitted on time.	Instructional Coach does not follow established procedures for submitting data and reports. Information is not shared and is routinely late.	
<b>Evidenced by:</b>					0



**4c: Coordinating work**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4c: Coordinating work with other instructional coaches	Instructional Coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.	Instructional Coach initiates efforts to collaborate with other instructional coaches within the district.	Instructional Coach responds positively to the efforts of other instructional coaches within the district to collaborate.	Instructional Coach makes no effort to collaborate with other instructional coaches within the district.	Points
<b>Evidenced by:</b>					0

**4d: Participating in a professional community**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	
4d: Participating in a professional community	Instructional Coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional Coach participates actively in school and district events and projects and maintains positive productive relationships with colleagues.	Instructional Coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional Coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.	Points
<b>Evidenced by:</b>					0

**4e: Engaging in professional development**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4e: Engaging in professional development	Instructional Coach 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 coaches.	Instructional Coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional Coach participation in professional development activities is limited to those that are convenient, or required.	Instructional Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	
<b>Evidenced by:</b>					0

**4f: Showing Professionalism**

Component	4 - Excellent (3 points)	3 - Proficient (2 points)	2 - Needs Improvement (1 pt)	1 - Unsatisfactory (0 points)	Points
4f: Showing Professionalism, including integrity and confidentiality	Instructional Coach can be counted on to hold the highest standards of honesty and integrity and take a leadership role with colleagues in respecting the norms of confidentiality.	Instructional Coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional Coach has honest interaction with colleagues and respects norms of confidentiality.	Instructional Coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.	
<b>Evidenced by:</b>					0

Domain Total 0