**HORRY COUNTY SCHOOLS**

**INSTRUCTIONAL COACH EVALUATION**

**Employee’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **School Year:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Employee ID#:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School/Location:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Position:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluated By:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **CODE (Evaluator must check one item for each category)**  **M** – **Meets Expectations -** This rating will be assigned to employees who have met most or all performance expectations for the position as defined in the job description. This rating will be indicative of solid performance sufficient to maintain employment. Employees who receive this rating should be proud of their performance.  **NI** – **Needs Improvement**- This rating will be assigned to employees who have not met many of the performance expectations for the position as defined in the job description. This rating will be indicative of poor performance that can put the employee’s continued employment with the district at risk. Employees who receive this rating will be provided with a time-defined Performance Improvement Plan that will include clear steps and performance targets the employee must achieve in order to continue employment.  **Specific comments** must be written indicating the area(s) that **need improvement.**  **Make sure that documentation is available to support these comments.**  **OVERALL PERFORMANCE**  **MET\_\_\_\_\_\_ NEEDS IMPROVEMENT\_\_\_\_\_\_** |
| --- |
| | **CURRICULUM & INSTRUCTION** | **M** | **NI** | | --- | --- | --- | | * Ensure implementation of state curriculum standards, district instructional models, and technology. * Work with teachers in the development of daily, weekly, and unit lesson plans. * Assist teachers with integrating literacy practices into their content instruction. * Model best instructional practices through actual classroom demonstrations in rigorous technology-rich, standards-based teaching. * Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase student achievement. * Work with teachers individually, in collaborative teams, and/or with departments, providing * practical support on a full range of instructional strategies. * Participate in regularly scheduled grade-level, subject-specific, and team-planning sessions that focus on curriculum, instruction, and student work. * Assist teachers in the analysis and selection of diverse content area texts and instructional materials that link to multiple ability levels and multicultural perspectives and connect to students’ backgrounds and interests. * Assist teachers in incorporating the use of technology into the instructional program. * Observe teachers and provide feedback to teachers for the purpose of instructional support and program improvement (not evaluation). * Regularly visit classrooms to collect informal data on teacher use of instructional strategies and student engagement with the strategies as well as to increase teachers’ knowledge and skill in delivering instruction. * Engage in reflective dialogue with teachers before and after visits to   + - * clarify lesson objectives, including teachers’ personal goals in delivering the lesson.       * identify the successes and challenges encountered in the lesson and what could be improved in terms of lesson content and delivery.       * focus on next steps, including how teachers might adjust instruction and instructional settings to meet a range of instructional needs of individual students and to foster learning in the content area. * Maintain a relationship of trust with teachers. * Respect the confidentiality of the coaching relationship. * Maintain documentation of coaching visits. |  |  |   **Comments:** |
|  |

| **ASSESSMENT** | **M** | **NI** |
| --- | --- | --- |
| * Use technology to disaggregate test data to evaluate curriculum and instruction. * Assist teachers in analyzing assessment results to identify trends, patterns, and instructional deficiencies. * Lead data sessions that examine both formative and summative assessment results and suggest and monitor intervention strategies and materials for struggling students. * Analyze formative and summative assessments in order to ensure assessments are able to inform instruction and become a tool for improvement. * Provide support and training to identify needed changes in classroom instructional strategies based upon the analysis of the data. |  |  |

**Comments:**

| **PROFESSIONAL DEVELOPMENT**   * Apply concepts of adult learning and motivation, including varied group configurations and presentation formats to engage adult learners as well as identification of appropriate professional development settings and schedules. * Provide collaborative and one-on-one instructional coaching and facilitate teacher inquiry and related professional development. * Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry sessions to stay abreast of developments in best classroom practices, technology, and assessment. * Assist with the development of school and teacher SMART goals (PDSA plans and GBE). | **M** | **NI** |
| --- | --- | --- |

**Comments:**

| **COLLABORATION** | **M** | **NI** |
| --- | --- | --- |
| * Work collaboratively and communicate effectively with administrators, teachers, media specialists, guidance counselors and other school staff to strengthen all aspects of the instructional program. * Work collaboratively and communicate effectively with district-level learning specialists and program coordinators to ensure rigorous, relevant curricula and instructional practices that will increase student achievement. * Work collaboratively and communicate effectively with feeder schools to strengthen vertical articulation and to create a seamless K-12 instructional program. * Work with administrators, teachers, and PLC’s to plan and schedule meetings and staff development sessions based on staff input and assessment of what students in various grade levels and content areas need to work on to meet district and/or school goals. |  |  |

**Comments:**

**END of END OF YEAR SELF-REFLECTION**

| Areas of Strength: |  |
| --- | --- |
| Areas of Growth: |  |
| Other Comments: |  |

A signature on this performance evaluation does not mean that the employee agrees with the opinions expressed, but merely indicates that the employee has read the performance evaluation and has been given the opportunity to discuss, comment and respond in writing.

**Signature of Employee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** \_\_\_\_\_\_\_\_\_\_

**Print Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** \_\_\_\_\_\_\_\_\_\_

**Print Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_