

Central Unified School District

(Article 11.5)

EVALUATION OF INSTRUCTIONAL SUPPORT COACH PERFORMANCE

Coach Name: _____ Date: _____

School: _____ Assignment: Preschool TK-6 7-8 9-12 DistrictStatus: Permanent Probationary 2 Probationary 1

STANDARD 1 – FACILITATES AND ADVANCES THE PROFESSIONAL LEARNING OF EACH TEACHER TO INCREASE STUDENT LEARNING

Emerging/ Exploring	Applying	Integrating/ Innovating	
			1.1 Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning that results in student learning.
			1.2 Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all students.
			1.3 Engages the teacher in examination of data to improve practice and advance student learning.
			1.4 Uses technologies to advance teacher practice and maximize student learning.
			1.5 Facilitates and promotes collaborative inquiry, data analysis and reflection on practice to promote student learning.
			1.6 Draws upon the teacher's background and experiences to guide mentoring.

STANDARD 2 – CREATES AND MAINTAINS COLLABORATIVE AND PROFESSIONAL PARTNERSHIPS TO ADVANCE TEACHING PRACTICE AND STUDENT LEARNING

Emerging/ Exploring	Applying	Integrating/ Innovating	
			2.1 Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.
			2.2 Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.
			2.3 Facilitates the teacher's self-examination of their own understandings of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.
			2.4 Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.

STANDARD 3 – UTILIZES KNOWLEDGE OF STANDARDS, PEDAGOGY, AND RESEARCH TO ADVANCE TEACHING PRACTICE AND STUDENT LEARNING

Emerging/ Exploring	Applying	Integrating/ Innovating	
			3.1 Utilizes knowledge of California Standards for the Teaching Profession (CSTP), common core standards/content standards, pedagogy, and academic language development to advance teaching practice and student learning.
			3.2 Uses knowledge of educational research and best practices to improve instruction and student learning.
			3.3 Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.

STANDARD 4 – PROMOTES PROFESSIONAL LEARNING FOR TEACHERS FOR CONTINUOUS IMPROVEMENT AND STUDENT LEARNING.

Emerging/ Exploring	Applying	Integrating/ Innovating	
			4.1 Builds on and values prior knowledge, background, interests, experiences, and needs of the teacher to improve practice and student learning.
			4.2 Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.
			4.3 Creates an effective environment for professional learning.
			4.4 Differentiates professional learning based on adult learning principles and assessed needs and interests of Teachers to advance practice.
			4.5 Uses the teacher's self/co-assessments and inquires into practice to assist in mentoring and planning for ongoing professional learning to improve practice and advance student learning.

STANDARD 5 – USES ASSESSMENT DATA TO ADVANCE TEACHING PRACTICE AND STUDENT LEARNING.

Emerging/ Exploring	Applying	Integrating/ Innovating	
			5.1 Implements formative assessments that support and guide improvement in practice and student learning.
			5.2 Uses results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.
			5.3 Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.
			5.4 Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.
			5.5 Facilitates analysis of student data to plan and differentiate instruction to advance student learning.

STANDARD 6 – DEVELOPS AS A PROFESSIONAL LEADER TO ADVANCE MENTORING AND THE PROFESSION.

Emerging/ Exploring	Applying	Integrating/ Innovating	
			6.1 Develops goal-based inquiries into practice and continuously pursues purposeful professional learning opportunities.
			6.2 Works with colleagues, administrators, and school communities to advance the teaching profession.
			6.3 Reflects on mentoring practice and program effectiveness to accelerate teacher effectiveness and student learning.
			6.4 Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.
			6.5 Demonstrates professional responsibility, integrity, and ethical conduct. (CSTP 6.7)

Adjunct Duties and/or commendation(s) for activities that have enhanced student learning:

Suggestion(s) to enhance student learning:

Professional Development Activities:

Acknowledgement

In accordance with Article 11.6: Within ten (10) working days subsequent to the observation, an evaluation conference shall be scheduled between the unit member and the evaluator. At the conference the evaluator will present a copy of the written evaluation to the unit member and discuss it. The unit member shall sign the evaluation signifying only that he/she has read the document, and has been provided the opportunity of attaching a written response which shall become a part of the permanent record. If deficiencies are noted by the evaluator, he/she shall provide specific recommendations to remedy the noted deficiencies. Any employee who received a negative evaluation may request another observation and subsequent evaluation to be conducted at a mutually acceptable time; however, the teacher may request a second evaluation by another administrator determined by the District. Nothing in this section or paragraph shall invalidate the evaluation from the employee's immediate supervisor.

Initial (Teacher)

Initial (Evaluator)

<u>Permanent</u>	<u>Probationary/Temporary</u>
<input type="checkbox"/> Employee to be placed on Support Plan, as per Article 11.11	<input type="checkbox"/> I recommend this employee be granted permanent status <input type="checkbox"/> I recommend this employee be retained in probationary status subject to final probationary evaluation <input type="checkbox"/> I do not recommend this employee for permanent status

Evaluator Print Name

Date

*Evaluator's Signature

Date

Coach Print Name

Date

*Coach's Signature

Date

A copy of this evaluation will be placed in your personnel file. You have the right to respond and your response will be attached to your evaluation.

**Signature does not necessarily indicate agreement with the contents of this evaluation. Reaction or written response may be attached.*