INTERIM LEARNING ASSOCIATE (ILA) EVALUATION

"Enhancing teacher practice to educate our future"

PLANNING AND PREPARATION

PRINCIPLED TEACHING



LEARNING ENVIRONMENTS

LEARNING EXPERIENCES

St. Louis Public Schools Interim Learning Associate (ILA) Evaluation

ST. LOUIS PUBLIC SCHOOLS
The Board of Education of the City of St. Louis

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Revised 2026-2027

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Evaluation Timeline

Formal Evaluation	**YES**
Scheduled Observation	**1**
Unscheduled Observation	**2**
Drop-In Observation	**ADMINISTRATOR DISCRETION**
IPDP Development	**YES**
Document File	**YES**
Administrator and Teacher Meet	Administrator meets to discuss management of document file and IPDP as it relates to performance, school improvement, and strategic plan early in the school year.
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.
Data Collection	Teacher and administrator collect data throughout the year. Data for evaluation purposes must be available by dates established by administrator.
Summative Evaluation Report	Administrator holds conference to review data collected and completes summative evaluation by the first Friday in May.

Notes:

- Formal observations may be increased at the request of the teacher or as determined by the administrator.
- The Summative Evaluation summarizes the administrator's /supervisor's rating of the performance for each criterion/descriptor.
- Interim Learning Associates have the opportunity to provide a written response to the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party and included with the report. Comments by either party must be shared within five working days of the conference and appended to the original copy of the Interim Learning Associate Evaluation Report. The ILA, administrator/supervisor, and HR will retain a copy of the report.

***Administrator/supervisor reserves the right for observations as needed.**

- A drop-in observation is an unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
- System Review: The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based.

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Domain 1: Planning and Preparation

Component 1A: Applying Knowledge of Content and Pedagogy

Unsatisfactory	Satisfactory
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.

Elements of Success	Unsatisfactory	Satisfactory
#1 Disciplinary Expertise	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.
#2 Pedagogical Content Knowledge	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include Instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.
#3 Knowledge of Interdisciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparations.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.

Component 1B: Knowing and Valuing Students

Unsatisfactory	Satisfactory
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.

Elements of Success	Unsatisfactory	Satisfactory
#1 Respect for Students' Identities	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.
#2 Understanding of Students' Current Knowledge and Skills	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.
#3 Knowledge of Whole Child Development	The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with little success.
#4 Knowledge of the Learning Process and Learning Differences	The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher has limited understanding of the learning process and of individual learning differences.

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Component 1E: Planning Coherent Instruction			
Unsatisfactory			Satisfactory
The design of learning experiences does not support student engagement with important content.			Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Tasks and Activities	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.
	#2 Flexible Learning	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.
	#3 Student Collaboration	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.
	#4 Structure and Flow	Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.

Domain 2: Learning Environments

Component 2B: Fostering a Culture of Learning			
Unsatisfactory			Satisfactory
The culture of the class is not conducive to learning and does not support development.			The culture of the class is somewhat conducive to learning and development.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Purpose and Motivation	The teacher does not convey to students the importance of learning and the feeling of success that comes with it.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.
	#2 Dispositions for Learning	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.
	#3 Student Agency and Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.
	#4 Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.

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Component 2D: Supporting Positive Student Behavior			
Unsatisfactory			Satisfactory
There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.			Positive behavior is modeled by the teacher and occasionally taught explicitly.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Expectations for the Learning Community	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success
	#2 Modeling and Teaching Habits of Character	The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.
	#3 Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.

Domain 3: Learning Experiences

Component 3A: Communicating About Purpose and Content			
Unsatisfactory			Satisfactory
Communication about purpose and content is unclear or confusing and hinders student learning.			Communication about purpose and content is mostly clear and accurate; it partially supports learning.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Purpose for Learning and Criteria for Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.
	#2 Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.
	#3 Explanations of Content	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and that only invite minimal participation or engagement by students.
	#4 Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.

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Component 3B: Using Questioning and Discussion Techniques			
Unsatisfactory			Satisfactory
Questioning and discussion are absent or do not support learning and development.			Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Critical Thinking and Deeper Learning	Questioning and discussion do not invite student thinking, are of little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.
	#2 Reasoning and Reflection	Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.
	#3 Student Participation	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.

Component 3C: Engaging Students in Learning			
Unsatisfactory			Satisfactory
Learning experiences do not require active intellectual engagement by students.			Learning experiences partially engage students intellectually; the activities require students to do some thinking.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.
	#2 Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.
	#3 Use of Instructional Materials and Resources	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.
	#4 Opportunities for Thinking and Reflection	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.

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Component 3E: Responding Flexibly to Student Needs			
Unsatisfactory			Satisfactory
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.			The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Evidence-Based Adjustments	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.
	#2 Receptiveness and Responsiveness	The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.
	#3 Determination and Persistence	The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.

Domain 4: Principled Teaching

Component 4F: Acting in Service of Students			
Unsatisfactory			Satisfactory
The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.			The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.
Elements of Success		Unsatisfactory	Satisfactory
	#1 Acting with Care, Honesty, and Integrity	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.
	#2 Ethical Decision-Making	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.
	#3 Advocacy	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.

Domain 5: Student Growth

Unsatisfactory	Satisfactory
Measures of growth in student learning (academic achievement across two points in time) on assessments show little/no improvement.	Measures of growth in student learning (academic achievement across two points in time) on assessments show some improvement.

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Pre-Observation Form

The Pre-observation Form is to be completed by the Interim Learning Associate (ILA) and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the ILA's reflective understanding regarding lesson planning and may be used to document components/elements of success.

ILA _____ School _____

Grade/Subject _____ Date _____

1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?	2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.
3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?	4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?
5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?	

NOTES:

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Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the Interim Learning Associate following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document domains/components/elements of success.

ILA _____ **School** _____

Grade/Subject _____ **Date** _____

ILA Signature _____ **Administrator Signature** _____

1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?	2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?
3. How did I ensure that all students participated in the activities/discussion?	4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?
5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?	6. If I could share one thing from this lesson with a colleague, what would it be?

NOTES:

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Supplemental Feedback Form
(Short Form)

☐Scheduled Observation ☐Unscheduled Observation ☐Artifact Data ☐Unplanned Data ☐Drop-In Observation

ILA _____ Employee ID _____ School _____

Grade/Subject _____ Date _____ Time _____

Administrator/Supervisor _____

Criterion/Descriptor: _____

_____

Data: _____

_____

Criterion/Descriptor: _____

_____

Data: _____

ILA's Comments: _____

Administrator's/Supervisor's Comments: _____

_____ _____ _____ _____

Interim Learning Associate Signature Date Administrator's/Supervisor's Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to Interim Learning Associate and administrator/supervisor.

St. Louis Public Schools Interim Learning Associate (ILA) Evaluation
INTERIM LEARNING ASSOCIATE (ILA) EVALUATION REPORT

ILA: _____ School/Location: _____

Employee ID: _____ Years of Service: _____ Date: _____

Grade Level/Content Area: _____

Administrator/Supervisor: _____

Dates of Observations: _____ _____ _____ _____

COMPONENTS	UNSATISFACTORY	SATISFACTORY
1A: Applying Knowledge of Content and Pedagogy	☐	☐
1B: Knowing and Valuing Students	☐	☐
1E: Planning Coherent Instruction	☐	☐
2B: Fostering a Culture of Learning	☐	☐
2D: Supporting Positive Student Behavior	☐	☐
3A: Communicating About Purpose and Content	☐	☐
3B: Using Questioning and Discussion Techniques	☐	☐
3C: Engaging Students in Learning	☐	☐
3E: Responding Flexibly to Student Needs	☐	☐
4F: Acting in Service of Students	☐	☐
5: Student Growth	☐	☐
Overall Rating	☐	☐

UNSATISFACTORY: The teacher does not yet appear to understand the concepts underlying the component.
SATISFACTORY: The teacher appears to understand the concepts underlying the component and attempts to implement its elements.

This evaluation has been discussed with me: (☐) yes (☐) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the Interim Learning Associate's personnel file with a copy to the evaluator.

_____ _____ _____ _____
DATE EVALUATOR DATE EMPLOYEE

_____
ADMINISTRATOR AT LOCATION

Distribution: Personnel File
Principal
Employee

COMMENTS: