

SPOKANE PUBLIC SCHOOLS
Spokane, Washington

Performance Evaluation Report For Instructional Coaches and Mentors

NAME	(Last)	(First)	(Middle)	Date	Type of Evaluation
					_____ Annual
					_____ 90-Day
					_____ Other
SCHOOL or LOCATION			ASSIGNMENT		

Instruction Skills	_____	Knowledge of Subject Matter	_____
Classroom Management	_____	Professional Preparation and Scholarship	_____
Handling of Student Discipline and Attending Problems	_____	Professional Characteristics	_____
Interest in Teaching Pupils	_____	Effort Toward Improvement When Needed	_____

OVERALL PROFESSIONAL APPRAISAL: _____ Satisfactory
 _____ Requires Improvement
 _____ Unsatisfactory

Supervisor Comments

Supervisor's Signature	Title	Date
Signature(s) of other people, if any, participating in the evaluation process	Signature	Title
	Signature	Title
	Signature	Date

Employee Comments

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

_____ I do not desire a meeting to discuss this evaluation.
(initials)

Date _____ Employee Signature _____

KEY: S - Satisfactory
R - Requires Improvement
U - Unsatisfactory
N - Not Observed or Not Applicable

The "R" and "U" ratings require specific comments and documentation.

INSTRUCTIONAL SKILLS

(A competent level of knowledge and skill in designing and conducting an instructional experience.)

1. PLANNING MODEL LESSONS AND ASSISTING TEACHERS IN:

- _____ A. Establishes immediate and long-range objectives that align with Grade Level Expectations (GLEs) and District Curriculum Guides.
- _____ B. Prepares plans to meet instructional objectives that are aligned with District Curriculum Guides and Grade Level Expectations.
- _____ C. Considers abilities, interests, prior knowledge, and present performance levels of student in planning.
- _____ D. Plans for continuing assessment/evaluation in lessons and units, and utilizes the results in planning subsequent lessons.
- _____ E. Selects and prepares equipment and materials for lessons.

2. TEACHING MODEL LESSONS AND ASSISTING TEACHERS IN:

- _____ A. Utilizes teaching practices and strategies that are consistent with the selected objectives and Grade Level Expectations.
- _____ B. Makes provisions for differences in individual needs of the students.
- _____ C. Provides for the previous knowledge, abilities, background, and interests of class.
- _____ D. Provides classroom instruction and activities that aligns with the maturity and attention span of the students.
- _____ E. Makes the lessons engaging, relevant, and challenging.
- _____ F. Gives explanations, assignments, and directions clearly.
- _____ G. Makes appropriate assignments that are aligned with instructional objectives and Grade Level Expectations.
- _____ H. Makes effective use of instructional equipment, materials, technology, and resource personnel.
- _____ I. Helps students to develop acceptable work habits and study skills.

3. ASSISTING TEACHERS IN THE ASSESSMENT OF STUDENT WORK:

- _____ A. Demonstrates knowledge and effective use of district and classroom based assessments.
- _____ B. Assists teacher in using assessments to monitor and adjust instruction.
- _____ B. Assists teacher in evaluating individual student progress.

Comments:

CLASSROOM MANAGEMENT

(Knowledge and skill in organizing the physical and human elements in the educational setting.)

- _____ A. Demonstrates knowledge of classroom management principles, processes and practices
- _____ B. Assists teachers in fostering a safe, positive, student- focused learning environment.
- _____ C. Assists teachers in maintaining an effectively organized, attractive, and stimulating classroom environment and atmosphere, within the limits of the facilities and materials available.

Comments:

HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS

(The ability to manage the non-instructional human dynamics in the educational setting.)

- _____ A. Shows consistency and fairness in dealing with student behavior.
- _____ B. Disciplines students in a consistent and respectful manner.
- _____ C. Assists in maintaining control, following the building discipline plan, and enforcing rules throughout the school.
- _____ D. Enlists the assistance of the counselor, assistant principal or principal in the discipline process when appropriate.

Comments:

INTEREST IN TEACHING PUPILS

(Understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics, demonstrates enthusiasm for or enjoyment in working with students.)

- _____ A. Establishes rapport, demonstrates respect, and holds high expectations for students as individuals.
- _____ B. Provides guidance and assistance for students, using the counselor and other support personnel when appropriate.
- _____ C. Encourages students to develop courtesy, self-control, respect, independence, and responsibility.

Comments:

KNOWLEDGE OF SUBJECT MATTER

(A depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate for elementary and secondary education.)

- _____ A. Demonstrates competence in content area.
- _____ B. Demonstrates the use of Grade Level Expectations and District Curriculum Guides.

Comments:

PROFESSIONAL PREPARATION AND SCHOLARSHIP

(Exhibits in his/her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to all education as a profession.)

- _____ A. Possesses academic background appropriate to the subject area or grade level
- _____ B. Is current in the application of instructional strategies and practices.
- _____ C. Models and promotes reflective thinking.
- _____ D. Uses knowledge of resources to provide teachers with appropriate professional growth experiences.
- _____ E. Collects, selects and arranges data to facilitate conversations that improve instructional practice.
- _____ F. Uses effective practices when instructing/presenting to adults.

Comments:

PROFESSIONAL CHARACTERISTICS

(Understanding and commitment to high standards of professional conduct and behaviors.. assists in participating in building responsibilities.)

- _____ A. Deals with personal information and communication in an ethical manner.
- _____ B. Understands and works with established priorities.
- _____ C. Willingly accepts school responsibilities.
- _____ D. Exhibits collaboration.
- _____ E. Demonstrates flexibility.
- _____ F. Is consistently prompt and accurate with reports when time and equipment are adequate.
- _____ G. Exhibits self-control, mature behavior, and judgment.
- _____ H. Communicates effectively
- _____ I. Maintains an appearance that does not detract from the educational process.
- _____ J. Exhibits proper command and use of language skills.
- _____ K. Establishes rapport and demonstrates respect for others.
- _____ L. Regularly participates in scheduled district and building trainings.

Comments:

EFFORT TOWARD IMPROVEMENT WHEN NEEDED

(Demonstrates an awareness of his/her limitations and strengths, and demonstrates continued professional growth.)

- _____ A. Is responsive to supervision and constructive input and feedback.
- _____ B. Implements improvement suggestions.
- _____ C. Reflects and evaluates own work and initiates efforts to improve.

Comments:

TO BE COMPLETED JOINTLY BY STAFF MEMBER AND SUPERVISOR:

(Decisions may be altered if either the employee or the supervisor leaves the location/program)

_____ Participating in Option 1 for next year

_____ Eligible and participating in Option 2 for next year

_____ Eligible and participating in Option 3 for next year

Date: _____

Employee Signature: _____

Supervisor Signature: _____