



4 Elements of an Effective Evaluation Tool

Goal Setting Form

School:		Educator:	
School Year:		Evaluator:	

What element or standard will you address?:	What is your goal regarding this element or standard?:

Activities Planned:	Resources Needed:	Timeline:	Evidence to Support Goal Attainment:

Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Evaluation Tool

Educator Observation

School:		Educator:	
Grade or Subject:		Evaluator:	
Date:			
Time In:		Time Out:	
Type	Instructional Coach		

Instructions:	The evaluating administrator shall complete this part of the Educator evaluation based on the 4 Elements of Effective Evaluation. Space may be adjusted as needed. This evaluation is based on the following written observations and/or other data.		
Lesson Objective:			
Description:			
Element 1: The Instructional Coach:	<p>The effective Instructional Coach understands educator abilities and needs, as well as professional growth and development, while considering the educator as an individual and as a member in the school community. Educator differences guide the practice of the effective Instructional Coach as individual learning needs are matched with educator professional development needs. The effective Instructional Coach is uniquely positioned to interact with and influence many educators across the curriculum, and can positively impact the achievement of all students. The effective Instructional Coach collaborates with colleagues and stakeholders to promote student achievement and educator growth and development.</p>		
Standard 1.1: Supporting Educators	<p>The effective Instructional Coach understands educator abilities and needs, as well as professional growth and development. The effective Instructional Coach collaborates with colleagues and stakeholders to promote student achievement and educator growth and development.</p>		
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely observes and collaborates with educators regarding their abilities and needs on an individual basis and/or in group settings.	<input type="checkbox"/> The Instructional Coach sometimes observes and collaborates with educators regarding their abilities and needs on an individual basis and/or in group settings.	<input type="checkbox"/> The Instructional Coach regularly observes and collaborates with educators regarding their abilities and needs on an individual basis and/or in group settings.	<input type="checkbox"/> The Instructional Coach almost always observes and collaborates with educators regarding their abilities and needs on an individual basis and/or in group settings. The Instructional Coach has a systematic process to observe and collaborate with educators regarding their abilities and needs.
<input type="checkbox"/> The Instructional Coach rarely	<input type="checkbox"/> The Instructional Coach sometimes	<input type="checkbox"/> The Instructional Coach regularly	<input type="checkbox"/> The Instructional Coach almost always

differentiates support by using information and research to create appropriate professional learning experiences.	differentiates support by using information and research to create appropriate professional learning experiences.	differentiates support by using information and research to create appropriate professional learning experiences.	differentiates support by using information and research to create appropriate professional learning experiences. The Instructional Coach monitors student achievement.
<input type="checkbox"/> The Instructional Coach rarely collaborates with groups such as educators, colleagues, professional resources and community stakeholders to promote student achievement and professional growth and development.	<input type="checkbox"/> The Instructional Coach sometimes collaborates with groups such as educators, colleagues, professional resources and community stakeholders to promote student achievement and professional growth and development.	<input type="checkbox"/> The Instructional Coach regularly collaborates with groups such as educators, colleagues, professional resources and community stakeholders to promote student achievement and professional growth and development.	<input type="checkbox"/> The Instructional Coach almost always collaborates with groups such as educators, colleagues, professional resources and community stakeholders to promote student achievement and professional growth and development. Information gained is used to further differentiate the support provided to educators.
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:	
Observes and collaborates with educators		<input type="checkbox"/> Learning styles inventories <input type="checkbox"/> Educator needs survey <input type="checkbox"/> Time and Effort Calendar/Report	
Differentiates educator support		<input type="checkbox"/> Reflections on individual learn development <input type="checkbox"/> Learning organized in groups or teams	
Collaboration with colleagues, professional resources and stakeholders		<input type="checkbox"/> Conference notes with colleagues <input type="checkbox"/> PLC and/or team time <input type="checkbox"/> Parent-teacher conference schedule <input type="checkbox"/> Social Media Communication <input type="checkbox"/> Newsletter <input type="checkbox"/> Community/stakeholder input – surveys, site council meetings, advisory councils, etc.,	
Other			
Comments			

Standard 1.2: Educator Differences		The effective Instructional Coach focuses on educator differences to guide practice and ensure individual learning needs are matched with effective classroom pedagogy.	
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely identifies and matches appropriate classroom pedagogy to the diverse needs of educators.	<input type="checkbox"/> The Instructional Coach sometimes identifies and matches appropriate classroom pedagogy to the diverse needs of educators.	<input type="checkbox"/> The Instructional Coach regularly identifies and matches appropriate classroom pedagogy to the diverse needs of educators.	<input type="checkbox"/> identifies and matches appropriate classroom pedagogy to the diverse needs of educators. The Instructional Coach stays abreast of research and best practices.

<input type="checkbox"/> The Instructional Coach rarely reflects on practice related to educator differences.	<input type="checkbox"/> The Instructional Coach sometimes reflects on practice related to educator differences.	<input type="checkbox"/> The Instructional Coach regularly reflects on practice related to educator differences.	<input type="checkbox"/> The Instructional Coach almost always reflects on practice related to educator differences. The Instructional Coach maintains records to monitor the match between educator diversity and coaching protocol.
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:	
Diverse needs of educators		<input type="checkbox"/> Educator and/or para questionnaire <input type="checkbox"/> Intervention data utilized <input type="checkbox"/> Student data utilized <input type="checkbox"/> Teacher correspondence <input type="checkbox"/> Professional collaboration for additional educator support <input type="checkbox"/> SIT meetings <input type="checkbox"/> PLC Meetings	
Reflection on practice related to educator differences		<input type="checkbox"/> Professional conversations with colleagues/administration <input type="checkbox"/> Feedback to educators <input type="checkbox"/> Instructional Coaching portfolio <input type="checkbox"/> Social Media Posts including educator samples	
Other			
Comments			

Standard 1.3: Learning Environment		The effective Instructional Coach considers the educator as an individual and as a member in the school community. The effective Instructional Coach is uniquely positioned to interact with and influence educators and students across the curriculum, and can positively impact the achievement of all.	
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely collaborates to develop a learning climate that enables educators to develop positive social interactions and actively engage in professional learning.	<input type="checkbox"/> The Instructional Coach sometimes collaborates to develop a learning climate that enables educators to develop positive social interactions and actively engage in professional learning.	<input type="checkbox"/> The Instructional Coach regularly collaborates to develop a learning climate that enables educators to develop positive social interactions and actively engage in professional learning.	<input type="checkbox"/> The Instructional Coach almost always collaborates to develop a learning climate that enables educators to develop positive social interactions and actively engage in professional learning. Educators are involved with creating a collaborative school culture.
<input type="checkbox"/> The Instructional Coach rarely creates an environment that is comfortable and accessible to all educators.	<input type="checkbox"/> The Instructional Coach sometimes creates an environment that is comfortable and accessible to all educators.	<input type="checkbox"/> The Instructional Coach regularly creates an environment that is comfortable and accessible to all educators.	<input type="checkbox"/> The Instructional Coach almost always creates an environment that is comfortable and accessible to all educators. Colleagues are involved with developing a professional relationship.

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Collaborative learning environment	<input type="checkbox"/> Group norms and procedures established collaboratively <input type="checkbox"/> Responses to educator concerns are professional and culturally sensitive <input type="checkbox"/> Electronic communication with all educational stakeholders		
Comfortable/accessible environment	<input type="checkbox"/> Professional rituals and routines which promote positive educator interactions <input type="checkbox"/> Physical space supports educator learning <input type="checkbox"/> Educator survey		
Other			
Comments			
Element 1: The Instructional Coach - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: The Knowledge:	The effective Instructional Coach possesses the content knowledge and skills to support professional learning of educators which improves student achievement. The effective Instructional Coach applies this knowledge to execute a best-practice, research based, data-driven, integrated protocol aligned to Kansas College and Career Ready Standards that support district mission, vision, and goals.		
Standard 2.1: Knowledge of Content	The Instructional Coach possesses the content knowledge and skills to support educators' learning, which improves student achievement.		
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely utilizes knowledge including effective organization, best practices, research based strategies, collection and interpretation of data, and use of technology.	<input type="checkbox"/> The Instructional Coach sometimes utilizes knowledge including effective organization, best practices, research based strategies, collection and interpretation of data, and use of technology.	<input type="checkbox"/> The Instructional Coach almost always utilizes knowledge including effective organization, best practices, research based strategies, collection and interpretation of data, and use of technology.	<input type="checkbox"/> The Instructional Coach almost always utilizes knowledge including effective organization, best practices, research based strategies, collection and interpretation of data, and use of technology. The Instructional Coach stays current on research based best practice and professional learning.
<input type="checkbox"/> The Instructional Coach rarely utilizes knowledge of local/district needs and best practice when implementing coaching protocol.	<input type="checkbox"/> The Instructional Coach sometimes utilizes knowledge of local/district needs and best practice when implementing coaching protocol.	<input type="checkbox"/> The Instructional Coach regularly utilizes knowledge of local/district needs implementing coaching protocol.	<input type="checkbox"/> The Instructional Coach almost always utilizes knowledge of local/district needs and best practice when implementing coaching protocol.
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Content knowledge demonstrated	<input type="checkbox"/> Curriculum alignment (iTunes University & FileMaker) <input type="checkbox"/> Technology usage		

	<input type="checkbox"/> Model Lessons
Local/district needs	<input type="checkbox"/> Educator interest inventories <input type="checkbox"/> Lesson plans coordinated <input type="checkbox"/> Professional Development
Other	
Comments	

Standard 2.2: Content Application **The effective Instructional Coach applies this knowledge to execute a best-practice, research based, data-driven, integrated curriculum aligned to Kansas College and Career Ready Standards that support district mission, vision, and goals.**

Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely aligns the coaching protocol to the KCCR standards based curriculum in order to support district mission, vision, and goals.	<input type="checkbox"/> The Instructional Coach sometimes aligns the coaching protocol to the KCCR standards based curriculum in order to support district mission, vision, and goals.	<input type="checkbox"/> The Instructional Coach regularly aligns the coaching protocol to the KCCR standards based curriculum in order to support district mission, vision, and goals.	<input type="checkbox"/> The Instructional Coach almost always aligns the coaching protocol to the KCCR standards based curriculum in order to support district mission, vision, and goals. The Instructional Coach maintains KCCR aligned standards documents.
<input type="checkbox"/> The Instructional Coach rarely guides educators through the standards based curriculum to support student achievement.	<input type="checkbox"/> The Instructional Coach sometimes guides educators through the standards based curriculum to support student achievement.	<input type="checkbox"/> The Instructional Coach regularly guides educators through the standards based curriculum to support student achievement.	<input type="checkbox"/> The Instructional Coach almost always makes accessible and guides educators through the standards based curriculum to support student achievement.
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:	
Curriculum alignment to KCCR standards		<input type="checkbox"/> Coaching protocol aligned to KCCR standards (anecdotal records) <input type="checkbox"/> iTunes University/FileMaker	
Application of content knowledge		<input type="checkbox"/> Questions using higher levels of cognitive thinking <input type="checkbox"/> Technology use by students and teachers to increase participation/engagement <input type="checkbox"/> Educators engaged in learning discussions and questioning <input type="checkbox"/> Instructional Coach utilizes technology to develop products such as videos, posters, spreadsheets, etc. <input type="checkbox"/> Model Lessons	
Other			
Comments			
Element 2: The Knowledge - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: The Implementation: **The effective Instructional Coach plans for the implementation of a coaching protocol based on learning theory and research based practices which demonstrate the necessary skills and**

		techniques. The effective Instructional Coach implements and assesses the coaching protocol promoting access, diversity, and equity. The effective Instructional Coach engages in reflective practice to improve educator professional learning and student achievement. The effective Instructional Coach implements individual and group support utilizing a variety of coaching strategies.	
Standard 3.1: Planning		The effective Instructional Coach plans for the implementation of the KCCR standards based curriculum and effective instructional techniques by providing differentiated professional learning and research based coaching strategies.	
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely plans for implementation of KCCR standards based curriculum and effective instructional techniques.	<input type="checkbox"/> The Instructional Coach sometimes plans for implementation of KCCR standards based curriculum and effective instructional techniques.	<input type="checkbox"/> The Instructional Coach regularly plans for implementation of KCCR standards based curriculum and effective instructional techniques.	<input type="checkbox"/> The Instructional Coach almost always plans for implementation of KCCR standards based curriculum and effective instructional techniques. The Instructional Coach keeps current on best practice research.
<input type="checkbox"/> The Instructional Coach rarely refers to a comprehensive plan for the delivery of grade level and/or content area curriculum.	<input type="checkbox"/> The Instructional Coach sometimes refers to a comprehensive plan for the delivery of grade level and/or content area curriculum.	<input type="checkbox"/> The Instructional Coach regularly refers to a comprehensive plan for the delivery of grade level and/or content area curriculum.	<input type="checkbox"/> The Instructional Coach almost always refers to a comprehensive plan for the delivery of grade level and/or content area curriculum. The Instructional Coach maintains knowledge of current and comprehensive resources.
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:	
Comprehensive Instructional Coach plans/resources		<input type="checkbox"/> eWalkThrough data <input type="checkbox"/> School Improvement <input type="checkbox"/> Teacher Reflection <input type="checkbox"/> Administrator Recommendations <input type="checkbox"/> Observation (PLCs, classroom, planning times, SIT, intervention, etc.)	
Other			
Comments			

Standard 3.2: Strategies		The effective Instructional Coach implements individual and group programs utilizing a variety of strategies within a 21st Century model.	
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely implements a 21st Century model throughout the educational setting.	<input type="checkbox"/> The Instructional Coach sometimes implements a 21st Century model throughout the educational setting.	<input type="checkbox"/> The Instructional Coach regularly implements a 21st Century model throughout the educational setting.	<input type="checkbox"/> The Instructional Coach almost always implements a 21st Century model throughout the educational setting. The Instructional Coach facilitates cross-curricular and/or cross-grade level collaborative strategies and research based techniques.
<input type="checkbox"/> The Instructional	<input type="checkbox"/> The Instructional	<input type="checkbox"/> The Instructional	<input type="checkbox"/> The Instructional Coach almost always

Coach rarely utilizes multiple strategies to provide support to educators. (Examples: individual and group instruction, cooperative learning, role play, multimedia, etc.).	Coach sometimes utilizes multiple strategies to provide support to educators. (Examples: individual and group instruction, cooperative learning, role play, multimedia, etc.).	Coach regularly utilizes multiple strategies to provide support to educators. (Examples: individual and group instruction, cooperative learning, role play, multimedia, etc.).	utilizes multiple strategies to provide support to educators. (Examples: individual and group instruction, cooperative learning, role play, multimedia, etc.). The Instructional Coach models cutting edge strategies, such as co-teaching, student-led instruction, and flipped classrooms.
<input type="checkbox"/> The Instructional Coach rarely uses a variety of technology tools to maximize learning in varied contexts.	<input type="checkbox"/> The Instructional Coach sometimes uses a variety of technology tools to maximize learning in varied contexts.	<input type="checkbox"/> The Instructional Coach regularly uses a variety of technology tools to maximize learning in varied contexts.	<input type="checkbox"/> The Instructional Coach almost always uses a variety of technology tools to maximize learning in varied contexts. The Instructional Coach collaborates with colleagues within their network to maximize technology integration.
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Implementation of a 21st Century model	<input type="checkbox"/> 21 st Century instructional model: collaboration, communication, creativity, critical thinking <input type="checkbox"/> Teachers take initiative in planning or adapting learning activities, as well as teacher-led discussions <input type="checkbox"/> Lesson plans show how strategies are used for scaffolding/differentiation <input type="checkbox"/> Teacher work reflects use of higher level thinking skills <input type="checkbox"/> Examples of a process or product <input type="checkbox"/> Graphic organizers for understanding or non-linguistic representations <input type="checkbox"/> Summarizing activities <input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance		
Utilization of multiple strategies	<input type="checkbox"/> eWalkThrough data <input type="checkbox"/> Individual and group work <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Alignment to 5Rs: Rigor, Relevance, Relationships, Responsive Culture, Results		
Technology tools	<input type="checkbox"/> Electronic database for resources <input type="checkbox"/> Presentation tools <input type="checkbox"/> Internet <input type="checkbox"/> Social Media Posts including educator samples		
Other			
Comments			
Element 3: The Implementation - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 4: The Professional:	The effective Instructional Coach engages in ongoing professional learning and uses that knowledge to continually reflect and modify services. The Instructional Coach takes an active role on the instructional team by giving and receiving feedback from all stakeholders (students, parents, colleagues, and administrators). The Instructional Coach displays honesty and integrity in interactions with students, parents, colleagues, and the public.
Standard 4.1: Professionalism and	The Instructional Coach engages in ongoing learning

Professional Learning		opportunities to develop knowledge and skills in order to provide teachers with engaging curriculum and professional learning experiences based on local, state, and national standards.	
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/> The Instructional Coach rarely engages in professional learning. The professional learning is rarely aligned with the needs of the school and/or district needs and standards.	<input type="checkbox"/> The Instructional Coach sometimes engages in professional learning. The professional learning is sometimes aligned with the needs of the school and/or district needs and standards.	<input type="checkbox"/> The Instructional Coach regularly seeks professional learning to enhance his/her knowledge base or pedagogy skills. The professional learning is regularly aligned with school and/or district needs and standards.	<input type="checkbox"/> The Instructional Coach almost always seeks professional learning to enhance his/her knowledge base or pedagogy skills, and makes a systematic effort to align learning with school and district needs and standards. The Instructional Coach initiates individual professional learning and gives presentations to colleagues.
<input type="checkbox"/> The Instructional Coach rarely relies on multiple forms of data to evaluate coaching services. Reflection with colleagues, as well as student achievement data, is rarely utilized and specific suggestions are applied to improve practice.	<input type="checkbox"/> The Instructional Coach sometimes relies on multiple forms of data to evaluate coaching services. Reflection with colleagues, as well as student achievement data, is sometimes utilized and specific suggestions are applied to improve practice.	<input type="checkbox"/> The Instructional Coach regularly relies on multiple forms of data to evaluate coaching services. Reflection with colleagues, as well as student achievement data, is regularly utilized and specific suggestions are applied to improve practice.	<input type="checkbox"/> The Instructional Coach almost always relies on multiple forms of data to evaluate coaching services. Reflection with colleagues, as well as student achievement data, is almost always utilized and specific suggestions are applied to improve practice.
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:	
Engages in meaningful professional learning		<input type="checkbox"/> Participation in district professional learning <input type="checkbox"/> Participates in and support of district initiatives <input type="checkbox"/> Share information gained from professional learning with staff members <input type="checkbox"/> Written evaluation of a professional learning experience <input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator <input type="checkbox"/> Professional learning aligned with goals	
Relies on variety of data to reflect on practice		<input type="checkbox"/> Professional portfolio <input type="checkbox"/> Individual reflection <input type="checkbox"/> Student assessment scores <input type="checkbox"/> Videotapes of lessons <input type="checkbox"/> Analyzing student formative and summative assessment data to determine impact on student growth <input type="checkbox"/> Instructional Coaching Survey	
Other			
Comments			

Standard 4.2: Leadership	The Instructional Coach takes an active role on the instructional team, giving and receiving feedback on practice.
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The Instructional Coach displays honesty and integrity in interactions with students, parents, colleagues, and the community. The Instructional Coach complies with school and district regulations. The Instructional Coach works with colleagues and district personnel to build ongoing connections with community resources to enhance student learning and well-being.

Novice	Developing	Proficient	Distinguished
<p><input type="checkbox"/> The Instructional Coach rarely initiates discussions with members of the instructional team and acts on feedback received. Changes to practice rarely occur. The Instructional Coach rarely participates in school and district activities and takes on a leadership role.</p>	<p><input type="checkbox"/> The Instructional Coach sometimes initiates discussions with members of the instructional team and acts on feedback received. Changes to practice sometimes occur. The Instructional Coach sometimes participates in school and district activities and takes on a leadership role.</p>	<p><input type="checkbox"/> The Instructional Coach regularly initiates discussions with members of the instructional team and acts on feedback received. Changes to practice regularly occur. The Instructional Coach regularly participates in school and district activities and takes on a leadership role.</p>	<p><input type="checkbox"/> The Instructional Coach almost always initiates discussions with members of the instructional team and acts on feedback received. Changes to practice almost always occur. The Instructional Coach participates in school and district activities and takes on a leadership role.</p>
<p><input type="checkbox"/> The Instructional Coach interactions are rarely appropriate, and show favoritism or disregard for the teacher. Confidential information is shared.</p>	<p><input type="checkbox"/> The Instructional Coach interactions are sometimes appropriate, but sometimes show favoritism or disregard for the teacher. Confidential information is sometimes shared.</p>	<p><input type="checkbox"/> The Instructional Coach regularly interacts in a positive, supportive manner and displays respect. Teachers and administrators trust the Instructional Coach with personal information. Confidential information is not shared.</p>	<p><input type="checkbox"/> The Instructional Coach almost always interacts in a positive, supportive manner and displays respect. Teachers and administrators trust the Instructional Coach with personal information. Confidential information is not shared.</p>
<p><input type="checkbox"/> The Instructional Coach rarely complies with local, state, and national regulations, including budgets and reports.</p>	<p><input type="checkbox"/> The Instructional Coach sometimes has to be reminded to comply with local, state, and national regulations, including budgets and reports.</p>	<p><input type="checkbox"/> The Instructional Coach regularly complies with local, state, and national regulations, including budgets and reports.</p>	<p><input type="checkbox"/> The Instructional Coach almost always complies with local, state, and national regulations, including budgets and reports. The Instructional Coach will give input as requested on curriculum and resources.</p>
<p><input type="checkbox"/> The Instructional Coach rarely works with stakeholders in their educational setting. Teachers rarely contribute ideas on how to enhance coaching services.</p>	<p><input type="checkbox"/> The Instructional Coach sometimes works with stakeholders in their educational setting. Teachers sometimes contribute ideas on how to enhance coaching services.</p>	<p><input type="checkbox"/> The Instructional Coach regularly works with stakeholders in their educational setting. Teachers regularly contribute ideas on how to enhance coaching services.</p>	<p><input type="checkbox"/> The Instructional Coach almost always works with stakeholders in their educational setting. Teachers contribute ideas on how to enhance coaching services.</p>
<p>What is Demonstrated</p>		<p>Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:</p>	
<p>Takes active role on instructional team and with community</p>		<p><input type="checkbox"/> Assist teachers to effectively utilize paras/aides <input type="checkbox"/> Attends school events <input type="checkbox"/> Volunteers and serves on committees and school projects <input type="checkbox"/> Notes from meetings with mentors/mentees <input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.)</p>	

	<input type="checkbox"/> Participates in PLCs and/or school & district committees <input type="checkbox"/> Portfolio of leadership activities <input type="checkbox"/> Participation in Instructional Coaching team meetings		
Displays honesty and integrity	<input type="checkbox"/> Maintains confidentiality regarding teacher and/or student and personnel issues <input type="checkbox"/> Written communications clearly written, no errors, and convey information in a positive manner <input type="checkbox"/> Emails sent in a timely manner, content is appropriate, and answers to questions/concerns are provided <input type="checkbox"/> Copies of emails, letters, and newsletters		
Complies with regulations	<input type="checkbox"/> Compliance with school and district regulations <input type="checkbox"/> Punctuality to school/school events <input type="checkbox"/> Faculty meetings and/or PLCs <input type="checkbox"/> Reports completed accurately and on time		
Stakeholder Involvement	<input type="checkbox"/> Open House <input type="checkbox"/> Title I Activities <input type="checkbox"/> Parent/Teacher Conferences <input type="checkbox"/> Committee Meetings(KLN, School Improvement, PTO, etc.) <input type="checkbox"/> Extra-Curricular Activities <input type="checkbox"/> School Board Meetings		
Other			
Comments			
Element 4: The Professional - Summary			
Novice	Developing	Proficient	Distinguished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have read this Observation, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing.)	
Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Evaluation Tool

Observation Summary

School:		Educator:	
School Year:		Evaluator:	
Date:			

STANDARD 1.1 SUPPORTING EDUCATORS				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Observes & collaborates with educators	[]	[]	[]	[]
Differentiates educator support	[]	[]	[]	[]
Collaboration with colleagues professional resources, and stakeholders	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:
Observes and collaborates with educators	
Differentiates educator support	
Collaboration with colleagues, professional resources and stakeholders	
Other	
Comments	

STANDARD 1.2 EDUCATOR DIFFERENCES				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Diverse needs of educators	[]	[]	[]	[]

Reflection on practice related to educator differences	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Diverse needs of educators				
Reflection on practice related to educator differences				
Other				
Comments				

STANDARD 1.3 LEARNING ENVIRONMENT				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Collaborative learning environment	[]	[]	[]	[]
Comfortable/accessible environment	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Collaborative learning environment				
Comfortable/accessible environment				
Other				
Comments				
Overall Rating for Element 1	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 2.1 KNOWLEDGE OF CONTENT				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Content knowledge demonstrated	[]	[]	[]	[]
Local/district needs	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Content knowledge demonstrated				
Local/district needs				
Other				
Comments				

STANDARD 2.2 CONTENT APPLICATION				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Curriculum alignment to KCCR Standards	[]	[]	[]	[]
Application of content knowledge	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Curriculum alignment to KCCR standards				
Application of content knowledge				
Other				
Comments				
Overall Rating for Element 2	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 3.1 PLANNING				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Implementation of KCCR standards curriculum/techniques	[]	[]	[]	[]
Comprehensive instructional coach plans/resources	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Comprehensive Instructional Coach plans/resources				
Other				
Comments				

STANDARD 3.2 STRATEGIES				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Implementation of a 21st Century Model	[]	[]	[]	[]
Utilization of multiple strategies	[]	[]	[]	[]
Technology tools	[]	[]	[]	[]

What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Implementation of a 21st Century model				
Utilization of multiple strategies				
Technology tools				
Other				
Comments				
Overall Rating for Element 3	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 4.1 PROFESSIONALISM AND PROFESSIONAL LEARNING				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Engages in meaningful professional learning	[]	[]	[]	[]
Relies on variety of data to reflect on practices	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Engages in meaningful professional learning				
Relies on variety of data to reflect on practice				
Other				
Comments				

STANDARD 4.2 LEADERSHIP				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Takes active role on instructional team & with community	[]	[]	[]	[]
Displays honesty & integrity	[]	[]	[]	[]
Complies with regulations	[]	[]	[]	[]
Engages stakeholders	[]	[]	[]	[]

What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Takes active role on instructional team and with community				
Displays honesty and integrity				
Complies with regulations				
Stakeholder Involvement				
Other				
Comments				
Overall Rating for Element 4	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

I have read this Summative Evaluation, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing.)

Educator Signature: _____	Evaluator Signature: _____
Date:	Date:



4 Elements of an Effective Evaluation Tool

Conference Form

School:		Educator:	
School Year:		Evaluator:	
		Date:	

I have read this Conference form, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing)

Discussion Summary:

Educator Signature:	Evaluator Signature:
Date:	Date:



4 Elements of an Effective Evaluation Tool

Observation Summary

School:		Educator:	
School Year:		Evaluator:	
Date:			

STANDARD 1.1 SUPPORTING EDUCATORS

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Observes & collaborates with educators	[]	[]	[]	[]
Differentiates educator support	[]	[]	[]	[]
Collaboration with colleagues, professional resources, and stakeholders	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Observes and collaborates with educators				
Differentiates educator support				
Collaboration with colleagues, professional resources and stakeholders				
Other				
Comments				

STANDARD 1.2 EDUCATOR DIFFERENCES

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Diverse needs of educators	[]	[]	[]	[]
Reflection on practice related to educator differences	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Diverse needs of educators				
Reflection on practice related to educator differences				
Other				
Comments				

STANDARD 1.3 LEARNING ENVIRONMENT				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Collaborative learning environment	[]	[]	[]	[]
Comfortable/accessible environment	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Collaborative learning environment				
Comfortable/accessible environment				
Other				
Comments				
Overall Rating for Element 1	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 2.1 KNOWLEDGE OF CONTENT				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Content knowledge demonstrated	[]	[]	[]	[]
Local/district needs	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Content knowledge demonstrated				
Local/district needs				
Other				
Comments				

STANDARD 2.2 CONTENT APPLICATION				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Curriculum alignment to KCCR Standards	[]	[]	[]	[]
Application of content knowledge	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Curriculum alignment to KCCR standards				
Application of content knowledge				
Other				
Comments				
Overall Rating for Element 2	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 3.1 PLANNING

Rubric Criteria	Novice	Developing	Proficient	Distinguished
Implementation of KCCR standards curriculum/techniques	[]	[]	[]	[]
Comprehensive instructional coach plans/resources	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Comprehensive Instructional Coach plans/resources				
Other				
Comments				

STANDARD 3.2 STRATEGIES				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Implementation of a 21st Century Model	[]	[]	[]	[]
Utilization of multiple strategies	[]	[]	[]	[]
Technology tools	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Implementation of a 21st Century model				
Utilization of multiple strategies				
Technology tools				
Other				
Comments				
Overall Rating for Element 3	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

STANDARD 4.1 PROFESSIONALISM AND PROFESSIONAL LEARNING				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Engages in meaningful professional learning	[]	[]	[]	[]
Relies on variety of data to reflect on practices	[]	[]	[]	[]
What is Demonstrated	Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:			
Engages in meaningful professional learning				
Relies on variety of data to reflect on practice				
Other				

Comments	
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STANDARD 4.2 LEADERSHIP				
Rubric Criteria	Novice	Developing	Proficient	Distinguished
Takes active role on instructional team & with community	[]	[]	[]	[]
Displays honesty & integrity	[]	[]	[]	[]
Complies with regulations	[]	[]	[]	[]
Engages stakeholders	[]	[]	[]	[]
What is Demonstrated		Possible Sources of Evidence provided by the teacher or evaluating administrator: may include, but are not limited to:		
Takes active role on instructional team and with community				
Displays honesty and integrity				
Complies with regulations				
Stakeholder Involvement				
Other				
Comments				
Overall Rating for Element 4	Novice	Developing	Proficient	Distinguished
	[]	[]	[]	[]

Overall Instructional Practice Summary Rating				
Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator	
[]	[]	[]	[]	
Student Performance Measures				
Student Performance Measure #1	Student Performance Measure #2	Student Performance Measure #3	Student Performance Measure #4	Student Performance Measure #5
Met []	Met []	Met []	Met []	Met []
Not Met []	Not Met []	Not Met []	Not Met []	Not Met []
NA []	NA []	NA []	NA []	NA []
Student Performance Measures Summary Rating				
Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator	
[]	[]	[]	[]	
Final Summative Rating				
Novice Educator	Developing Educator	Proficient Educator	Distinguished Educator	
[]	[]	[]	[]	

<input type="checkbox"/> Recommended for Contract Renewal	<input type="checkbox"/> Recommended for a Plan of Assistance
<input type="checkbox"/> Not Recommended for Contract Renewal	<input type="checkbox"/> Contract Renewal to be Determined at a later date

<p>I have read this Summative Evaluation, and the evaluating administrative supervisor has discussed it with me. My signature does not necessarily indicate agreement. (The teacher has ten (10) working days after presentation to respond in writing.)</p>	
<p>Educator Signature:</p>	<p>Evaluator Signature:</p>
<p>Date:</p>	<p>Date:</p>