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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Educator Name: | Click here to enter text. | | | | | | | | | | | | | | |
| Subject(s): | Click here to enter text. | | | | | | Grade Level(s): | | Click here to enter text. | | | | | | |
| Administrator Name: | | Click here to enter text. | | | | | School/Location: | | Click here to enter text. | | | | | | |
|  | | | | | | | | | | | | | | | |
| First Formal Observation Date(s) | | | | |  | Informal Observation Date(s) (10 min per observation) | | | | | | | | | |
| First Pre-Observation: | | | | Click here to enter a date. | Date Observed: | | Click here to enter a date. | | | | | | | |
| First Observation (30 minutes): | | | | Click here to enter a date. | Date Observed: | | Click here to enter a date. | | | | | | | |
| First Post-Observation: | | | | Click here to enter a date. |  | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| If non-tenured: Second Formal Observation Date(s) | | | | |  | Informal Observation Date(s) (10 min per observation) | | | | | | | | | |
| Second Pre-Observation: | | | | Click here to enter a date. | Date Observed: | | Click here to enter a date. | | | | | | | |
| Second Observation (30 minutes): | | | | Click here to enter a date. | Date Observed: | | Click here to enter a date. | | | | | | | |
| Second Post-Observation: | | | | Click here to enter a date. |  | | | | | | | | | |
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| **Domain 1: Planning & Preparation** | | | | | | | | | | OVERALL PROFICIENT: DOMAIN 1 | | | | | |
|  | | | | | | | | | | UNSAT | | BASIC | | PROF | EXPL |
| Components: | | | | | | | | | |  | |  | |  |  |
| Demonstrating knowledge of current trends in specialty area and professional development  Demonstrating ­knowledge of the school’s/district’s program and levels of teacher skill in delivering that program  Establishing goals for the instructional support program appropriate to the setting and the teachers served  Demonstrating knowledge of resources, both within and beyond the school and district  Planning the instructional support program, integrated with the overall school/district program  Developing a plan to evaluate the instructional support program | | | | | | | | | |  | |  | |  |  |
| Evidence for Domain 1: | | | | | | | | | | | | | | | |
| **Domain 2: The Environment** | | | | | | | | | | OVERALL PROFICIENT: DOMAIN 2 | | | | | |
| Components: | | | | | | | | | | UNSAT | | BASIC | | PROF | EXPL |
| Creating an environment of trust and respect | | | | | | | | | |  | |  | |  |  |
| Establishing a culture for ongoing instructional improvement | | | | | | | | | |  | |  | |  |  |
| Establishing clear procedures for teachers to gain access to instructional support | | | | | | | | | |  | |  | |  |  |
| Establishing and maintaining norms of behavior for professional interactions | | | | | | | | | |  | |  | |  |  |
| Organizing physical space for workshops or training | | | | | | | | | |  | |  | |  |  |
| Evidence for Domain 2: | | | | | | | | | | | | | | | |
| **Domain 3: Delivery of Service** | | | | | | | | | | OVERALL PROFICIENT: DOMAIN 3 | | | | | |
| Components: | | | | | | | | | | UNSAT | | BASIC | | PROF | EXPL |
| Collaborating with teachers in the design of instructional units and lessons | | | | | | | | | |  | |  | |  |  |
| Engaging teachers in learning new instructional skills | | | | | | | | | |  | |  | |  |  |
| Sharing expertise with staff | | | | | | | | | |  | |  | |  |  |
| Locating resources for teachers to support instructional improvement | | | | | | | | | |  | |  | |  |  |
| Demonstrating flexibility and responsiveness | | | | | | | | | |  | |  | |  |  |
| Evidence for Domain 3: | | | | | | | | | | | | | | | |
| **Domain 4: Professional Responsibilities** | | | | | | | | | | OVERALL PROFICIENT: DOMAIN 4 | | | | | |
|  | | | | | | | | | | UNSAT | | BASIC | | PROF | EXPL |
| Components: | | | | | | | | | |  | |  | |  |  |
| Reflecting on practice  Preparing and submitting budgets and reports  Coordinating work with other instructional specialists  Participating in a professional community  Engaging in professional development  Showing professionalism, including integrity and confidentiality | | | | | | | | | |  | |  | |  |  |
| Evidence for Domain 4: | | | | | | | | | | | | | | | |
| **Statement**: *A formal conference was held on* Click here to enter a date *with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.* | | | | | | | | | | | | | | | |
| Administrator’s signature: | | |  | | | | | | | | Date: | |  | | |
| Educator’s signature: | | |  | | | | | | | | Date: | |  | | |