

# Park County School District No. 6



## Instructional Facilitator Evaluation

### Description of the Performance Evaluation Cycle

Date	Non-Continuing Contract	Continuing Contract	Plan of Assistance*	
			Date	(Timeline determined by administration)
November 1		Initial Classroom Observations	*TBD	Plan of Assistance goals and activities written by administration for Instructional Facilitator
December 15	First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 classroom observations)		*TBD	First Summative Evaluation Report (including post observation conference)
February 15		Second Round Classroom Observations		N/A
April 5	Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 classroom observations)		April 5	Second Summative Evaluation Report (including post observation conference)
April 15	Notification of employment recommendation	Notification of employment recommendation	April 15	Notification of employment recommendation
May 1		Third Round Classroom Observations		N/A
June 1	Submit Completed Summative Evaluation	Submit Completed Summative Evaluation (including self-assessment/reflection conference + a minimum of 3 classroom observations)		N/A

#### Non-Continuing Contract Facilitators

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 classroom observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

#### Continuing Contract Instructional Facilitators

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 classroom observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

#### \* Plan of Assistance Instructional Facilitators

- An IF may be placed on a **Plan of Assistance** at any time during the evaluation cycle; timeline is determined by administration.
- When an IF is placed on a Plan of Assistance, they work on the assigned activities specific to their Plan of Assistance.
- It is required that an IF on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

### Description of Performance Evaluation Procedures

Evaluation Type	Procedures
<b>Non-Continuing Contract</b>	Instructional Facilitators new to the district are evaluated using these procedures for three years (or for two years with previous Wyoming continuing contract and uninterrupted service): <ul style="list-style-type: none"> <li>• A minimum of three (3) classroom observations per Summative Evaluation Report.</li> <li>• A minimum of one (1) Self-Assessment/Reflection Conference.</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>
<b>Continuing Contract</b>	Instructional Facilitators on continuing contract status are evaluated using these procedures: <ul style="list-style-type: none"> <li>• A minimum of three (3) classroom observations per Summative Evaluation Report.</li> <li>• One Self-Assessment/Reflection Conference</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>
<b>Plan of Assistance</b>	An Instructional Facilitator may be on a Plan of Assistance for <b>not more than two consecutive years</b> . The Instructional Facilitator must show significant improvement or be recommended for termination of employment. <ul style="list-style-type: none"> <li>• The Plan of Assistance timeline is determined by administration.</li> <li>• The evaluator identifies the required growth needed and suggests improvement activities.</li> <li>• A minimum of two (2) Post-Observation Conferences</li> <li>• A minimum of two (2) Summative Evaluation Reports</li> <li>• In order to be returned to continuing contract status, the Instructional Facilitator must demonstrate proficiency in all Domains and in the majority of the Components under each Domain.</li> </ul>

### Evaluator Checklist

	Non-Continuing Contract		Continuing contract		Plan of Assistance		
<b>Observation dates</b>							
<b>Self-Assessment/Reflection Conference(s)</b>							
<b>Summative Evaluation Report date(s)</b>							
<b>Notification of employment recommendation</b>							
<b>Summative Report submitted</b>							

## SELF-ASSESSMENT RUBRIC

**Instructional Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>Ia: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional Facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional Facilitator demonstrates basic familiarity with specialty area and trends in professional development.	Instructional Facilitator demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional Facilitator's knowledge of specialty area and trends in professional development is wide and deep; facilitator is regarded as an expert by colleagues.
<b>Ib: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b>	Instructional Facilitator demonstrates little or no knowledge of school's program or of teacher skill in delivering that program.	Instructional Facilitator demonstrates basic knowledge of school's program and of teacher skill in delivering that program.	Instructional Facilitator demonstrates thorough knowledge of school's program and of teacher skill in delivering that program.	Instructional Facilitator is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>Ic: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional Facilitator has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional Facilitator's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional Facilitator's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional Facilitator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>Id: Demonstrating knowledge of resources, both within and beyond the school district</b>	Instructional Facilitator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional Facilitator demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional Facilitator is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional Facilitator actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>Ie: Planning the instructional support program, integrated with the overall school program</b>	Instructional Facilitator's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional Facilitator's plan has a guiding principle and includes a number of activities, but some of them don't fit with the broader goals.	Instructional Facilitator's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional Facilitator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<b>If: Developing a plan to evaluate the instructional support program</b>	Instructional Facilitator has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional Facilitator has a rudimentary plan to evaluate the instructional support program.	Instructional Facilitator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional Facilitator's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

## SELF-ASSESSMENT RUBRIC

Instructional Facilitator:

Date:

Evaluator:

Date:

### Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the Instructional Facilitator, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Instructional Facilitator are cordial; teachers don't resist initiatives established by the Instructional Facilitator.	Relationships with the Instructional Facilitator are respectful, with some contacts initiated by teachers.	Relationships with the Instructional Facilitator are highly respectful and trusting, with many contacts initiated by teachers.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional Facilitator conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Instructional Facilitator .	Instructional Facilitator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional Facilitator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the facilitator.
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	When teachers want to access assistance from the Instructional Facilitator, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional Facilitator has established clear procedures for teachers to use in gaining access to support.	Procedures for access to Instructional Facilitator are clear to all teachers and have been developed following consultation with administrators and teachers.
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional Facilitator's efforts to establish norms of professional conduct are partially successful.	Instructional Facilitator has established clear norms of mutual respect for professional interaction.	Instructional Facilitator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b>2e: Organizing physical space for workshops or training</b>	Instructional Facilitator makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional Facilitator makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional Facilitator makes highly effective use of the physical environment, with teachers contributing to the physical arrangements.

Evidence:

## SELF-ASSESSMENT RUBRIC

**Instructional Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>3a:</b> <b>Collaborating with teachers in the design of instructional units and lessons</b>	Instructional Facilitator declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional Facilitator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional Facilitator initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional Facilitator initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3b:</b> <b>Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional Facilitator's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3c:</b> <b>Sharing expertise with staff</b>	Instructional Facilitator's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of Instructional Facilitator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of Instructional Facilitator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of Instructional Facilitator's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Instructional Facilitator conducts extensive follow-up work with teachers.
<b>3d:</b> <b>Locating resources for teachers to support instructional improvement</b>	Instructional Facilitator fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional Facilitator's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional Facilitator locates resources for instructional improvement for teachers when asked to do so.	Instructional Facilitator is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3e:</b> <b>Demonstrating flexibility and responsiveness</b>	Instructional Facilitator adheres to his plan, in spite of evidence of its inadequacy.	Instructional Facilitator makes modest changes in the support program when confronted with evidence of the need for change.	Instructional Facilitator makes revisions to the support program when it is needed.	Instructional Facilitator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Evidence:

## SELF-ASSESSMENT RUBRIC

**Instructional Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	Instructional Facilitator does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional Facilitator's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional Facilitator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional Facilitator makes some specific suggestions as to how the support program might be improved.	Instructional Facilitator's reflection is highly accurate and perceptive, citing specific examples. Instructional Facilitator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<b>4b: Preparing and submitting reports</b>	Instructional Facilitator does not follow established procedures for preparing and submitting reports. Reports are routinely late.	Instructional Facilitator's efforts to prepare reports are partially successful and follow established procedures. Reports are sometimes submitted on time.	Instructional Facilitator's reports are complete and follow established procedures. Reports are always submitted on time.	Instructional Facilitator anticipates and responds to teacher needs when preparing reports and follows established procedures for reporting. Reports are always submitted on time.
<b>4c: Coordinating work with other instructional facilitators</b>	Instructional Facilitator makes no effort to collaborate with other Instructional Facilitators within the district.	Instructional Facilitator responds positively to the efforts of other Instructional Facilitators within the district.	Instructional Facilitator initiates efforts to collaborate with other Instructional Facilitators within the district.	Instructional Facilitator takes a leadership role in coordinating projects with other Instructional Facilitators within and beyond the district.
<b>4d: Participating in a professional community</b>	Instructional Facilitator's relationships with colleagues are negative or self-serving, and the Facilitator avoids being involved in school and district events and projects.	Instructional Facilitator's relationships with colleagues are cordial, and the Facilitator participates in school and district events and projects when specifically requested.	Instructional Facilitator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional Facilitator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Instructional Facilitator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional Facilitator's participation in professional development activities is limited to those that are convenient or are required.	Instructional Facilitator seeks out opportunities for professional development based on an individual assessment of need.	Instructional Facilitator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other facilitators.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Instructional Facilitator displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional Facilitator is honest in interactions with colleagues and respects norms of confidentiality.	Instructional Facilitator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional Facilitator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Evidence:

### Summative Evaluation Report

School Year	
-------------	--

Inst. Facilitator Name		Date		Evaluator		School	
Evaluation type this year	<b>Non-Continuing Contract</b>	<input type="checkbox"/>	<b>Continuing Contract</b>	<input type="checkbox"/>	<b>Plan of Assistance</b>	<input type="checkbox"/>	

*This Summary Evaluation Report is based on the following evidence:*

Types of Evidence			
X	Formal Instructional Facilitator Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
X	Professional Growth Plan	<input type="checkbox"/>	Instructional Facilitator Leadership Opportunities
<input type="checkbox"/>	Walk Through/Informal Observation	<input type="checkbox"/>	Instructional Facilitator Self Assessment/Reflective Conference
<input type="checkbox"/>	Facilitator Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	X	Student Performance Data

*Rating of Instructional Facilitator on the Components of Professional Practice*

Components of Professional Practice	<i>Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.</i>			
<b>Domain 1: Planning and Preparation</b>	U	D	P	Comments
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Demonstrating Knowledge of the School’s Program and Levels of Teacher Skill in Delivering That Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating Knowledge of Resources, Both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Planning the Instructional Support Program, Integrated with the Overall School Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Developing a Plan to Evaluate the Instructional Support Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 2: The Environment</b>	U	D	P	Comments
2a: Creating an Environment of Trust and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Establishing a Culture for Ongoing Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Establishing Clear Procedures for Teachers to Gain Access to Instructional Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e: Organizing Physical Space for Workshops or Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>Domain 3: Delivery of Service</b>	U	D	P	Comments
3a: Collaborating with Teachers in the Design of Instructional Units and Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Engaging Teachers in Learning New Instructional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Sharing Expertise with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Locating Resources for Teachers to Support Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Domain 4: Professional Responsibilities</b>	U	D	P	Comments
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Preparing and Submitting Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Coordinating Work with Other Instructional Facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing Professionalism, Including Integrity and Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

**Notable areas of performance:**

  
  

**Goals for the upcoming year:**

*Student Performance Data:*

- Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
- Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Employment Recommendation	Retain in Employment	<input type="checkbox"/>	Release from Employment	<input type="checkbox"/>
---------------------------	----------------------	--------------------------	-------------------------	--------------------------

Evaluation cycle next year	Non-Continuing Contract	<input type="checkbox"/>	Continuing Contract	<input type="checkbox"/>	Plan of Assistance	<input type="checkbox"/>
----------------------------	-------------------------	--------------------------	---------------------	--------------------------	--------------------	--------------------------

Facilitator Signature	Date	Evaluator Signature	Date
-----------------------	------	---------------------	------

*Instructional Facilitator's Signature denotes receipt of the evaluation and participation in the evaluation conference.*

Due Dates:

- **Non-Continuing Contract:** The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.
- **Continuing contract:** One Post-Observation and Summative Evaluation Report for Continuing Contract Instructional Facilitators must be completed and on file in the Personnel Office by June 1 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for Instructional Facilitators on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Instructional Facilitator Comments:** Facilitator comments, which are optional, are due no later than June 5.

Attach the following Documents:

- Instructional Facilitator Comments, if applicable
- Plan of Assistance, if applicable
- Instructional Facilitator comments (optional)

**Plan of Assistance**

<i>Instructional Facilitator Name</i>		<i>Date</i>	
<i>School</i>		<i>Assignment</i>	
<i>Evaluator</i>			

*Please check the domains and components that are Unsatisfactory, Developing or Proficient.*

Components of Professional Practice							
Domain 1: Planning and Preparation	U	D	P	Domain 3: Delivery of Service	U	D	P
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3a: Collaborating with Teachers in the Design of Instructional Units and Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of the School’s Program and Levels of Teacher Skill in Delivering That Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3b: Engaging Teachers in Learning New Instructional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3c: Sharing Expertise with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of Resources, Both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3d: Locating Resources for Teachers to Support Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the Instructional Support Program, Integrated with the Overall School Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a Plan to Evaluate the Instructional Support Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Domain 4: Professional Responsibilities</b>	<b>U</b>	<b>D</b>	<b>P</b>
Domain 2: The Environment	U	D	P				
2a: Creating an Environment of Trust and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Ongoing Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Preparing and Submitting Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing Clear Procedures for Teachers to Gain Access to Instructional Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4c: Coordinating Work with Other Instructional Facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space for Workshops or Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				4f: Showing Professionalism, Including Integrity and Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Goals for Improvement**

<b>Clearly state the goals for improvement. Explain what the Instructional Facilitator needs to demonstrate and define what the expectations are for improvement.</b>
1.
2.

3.
<i>Recommended resources needed to assist in meeting goals:</i>

Goal	Activities designed to help Instructional Facilitator meet goal	Start Date	End Date	Results
1.				
2.				
3.				

**Plan Review Dates**

*The Instructional Facilitator and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.*

Date	Summary of Progress	Instructional Facilitator signature	Evaluator Signature

**Determination of Employment Status**

*Instructional Facilitators may be placed on a Plan of Assistance for no more than two consecutive years. If the Instructional Facilitator is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation. If the Instructional Facilitator does not meet the specifications on the Plan of Assistance, the Instructional Facilitator will be recommended for termination of employment. The Instructional Facilitator must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.*

**Instructional Facilitator Status Completed at the last Summative Evaluation Report conference for the year.**

<input type="checkbox"/>	<i>Place Instructional Facilitator on Non-Continuing or Continuing contract evaluation</i>	<b>Signatures</b>	
<input type="checkbox"/>	<i>Continue Instructional Facilitator on Plan of Assistance for the following year (up to two years)</i>	<i>Instructional Facilitator</i>	<i>Date:</i>
<input type="checkbox"/>	<i>Facilitator is recommended for termination of employment</i>	<i>Evaluator</i>	<i>Date:</i>