

Overview

Stakeholders

During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system.

The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

2010-11 Teacher Evaluation Team	2011-12 Teacher Evaluation Team
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

Performance Criteria

The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

Professional Growth

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of evaluation cycle.

Training of Evaluators

Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

Data Collection

The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

Student Performance

The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

Evaluation Cycles/Contracts

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and/or collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, post-observation conferences and professional growth plan. Feedback is provided to the certified staff member throughout the evaluation process.

Description of Performance Evaluation Cycle

Date	Track 1 Non- Continuing Contract	Track 2 Continuing Contract	Track 3 Continuing Contract Professional Growth	Track 4 Date	Track 4 Plan of Assistance* (Timeline determined by administration)
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	N/A	Optional Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	Optional Mid Year Growth Plan Review	Optional Mid Year Growth Plan Review	Optional Review of Professional Growth Plan		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	Submission of an updated copy of the Professional Growth Plan	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	(Continuing contract)	(Continuing contract)	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Track 1 for Non– Continuing Contract Instructional Facilitators

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual Teacher’s Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

Track 2 and Track 3 for Continuing Contract Instructional Facilitators

- **Track 2:** In any given year one third of the certified staff (combination of non-continuing contract and continuing contract) will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- **Track 3:** The other two-thirds of the continuing contract staff will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual Teacher’s Professional Growth Plan.

*Track 4 Plan of Assistance Instructional Facilitators

- An IF may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When an IF is placed on a Plan of Assistance their current Professional Growth Plan is suspended. 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 Track	Procedures
Track 1 Non-continuing contract	<ul style="list-style-type: none"> Professional Growth Plan required Two Self-Assessment/Reflection Conferences Two Summative Evaluation Reports to include Post Conferences All Instructional Facilitators new to the district are placed in this track for three years (two years with previous Wyoming continuing contract and uninterrupted service).
Track 2 Continuing contract	<ul style="list-style-type: none"> Professional Growth Plan required One Self-Assessment/Reflection Conference One Summative Evaluation Report to include Post Conference Instructional Facilitators with three years of experience (two years with previous Wyoming continuing contract and uninterrupted service) and who demonstrate proficiency in all Domains and in the majority of the Components under each Domain may be evaluated using this track Approximately one-third of all certified staff (non-continuing contract and continuing contract) are evaluated using this track, rotating with the Professional Growth Track on the alternate years
Track 3 Continuing contract Professional Growth Plan	<ul style="list-style-type: none"> Instructional Facilitators are required to identify, write and implement an approved expanded Professional Growth Plan in lieu of participating in the cycle of evidence gathering and formal observations in the classroom A mid-year conference on the Professional Growth Plan is required to monitor progress One Post Conference One Professional Growth Track Summative Evaluation Report Instructional Facilitators with three years of experience years (two years with previous Wyoming continuing contract and uninterrupted service) and who demonstrate proficiency in all Domains and in the majority of the Components under each Domain may be evaluated using this track Approximately two-thirds of all continuing contract staff are evaluated using this track, rotating with the continuing contract track every third year
Track 4 Plan of Assistance	<ul style="list-style-type: none"> Current evaluation track and Professional Growth Plan are suspended when an Instructional Facilitator is placed on a Plan of Assistance Timeline is determined by administration Plan of Assistance is given to the IF by their evaluator and details the required growth/improvement activities Two Post-Observation Conferences Two Summative Evaluation Reports To be placed on the continuing contract or Professional Growth track, the Instructional Facilitator must demonstrate proficiency in all Domains and in the majority of the Components under each Domain. An Instructional Facilitator may be on a Plan of Assistance for not more than two consecutive years. The IF must show significant improvement or be recommended for termination of employment.

Rubric for Track 1 – Track 2 – Track 3 Professional Growth Plan

Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report for Track 3.

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Plan Approval Process	<ul style="list-style-type: none"> Little to no preparation evident before conference 	<ul style="list-style-type: none"> Some preparation evident before conference 	<ul style="list-style-type: none"> Was prepared with a written draft of PGP Clearly explained ideas, activities and plan. Links plan to established goals in the district. 	<ul style="list-style-type: none"> All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP
Plan Quality	<ul style="list-style-type: none"> Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement Plan does not have a solid basis. Instructional Facilitator should start over 	<ul style="list-style-type: none"> Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak Plan needs rework and revision 	<ul style="list-style-type: none"> Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement Plan is well thought out and designed Plan includes a timeline for activities 	<ul style="list-style-type: none"> All of Proficient plus Instructional Facilitator has initiated activities on their own beyond the scope of the plan
Plan Organization	<ul style="list-style-type: none"> Difficult to detect a pattern of logical organization 	<ul style="list-style-type: none"> Sequence and order are questionable or confusing 	<ul style="list-style-type: none"> Plan has a clear direction and logical, sequence 	<ul style="list-style-type: none"> All of Proficient plus plan has a clear order and sequence and explanatory details
Rigor of Plan and Resources	<ul style="list-style-type: none"> Plan is simplistic Resources not considered 	<ul style="list-style-type: none"> Plan is too narrow and simplistic or too grandiose Resources not fully considered or unreasonable 	<ul style="list-style-type: none"> Plan is reasonable and realistic but also important and rigorous Resources are reasonable and attainable 	<ul style="list-style-type: none"> All of Proficient plus Instructional Facilitator has a method for obtaining the necessary resources
Plan Activities	<ul style="list-style-type: none"> Activities are simplistic or grandiose and are misaligned with district or school initiatives 	<ul style="list-style-type: none"> Activities are too easy or too complex and are somewhat misaligned with district or school initiatives Amount of time for activities not considered 	<ul style="list-style-type: none"> Activities are within the scope of the Instructional Facilitator to accomplish Activities take an appropriate amount of time to accomplish 	<ul style="list-style-type: none"> All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	<ul style="list-style-type: none"> Results are not noted or are incomplete 	<ul style="list-style-type: none"> Plan results are evident but difficult to understand or connect to district or school initiatives 	<ul style="list-style-type: none"> Results are summarized Results are organized Results are clear evidence of impacting district or school initiatives 	<ul style="list-style-type: none"> All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	<ul style="list-style-type: none"> Little to no evidence of activities being connected to improving student performance 	<ul style="list-style-type: none"> Connections to improving student performance are unclear 	<ul style="list-style-type: none"> Clear explanation and evidence of the expected impact on student performance is provided Include specified validated assessment to be used 	<ul style="list-style-type: none"> All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	<ul style="list-style-type: none"> Little to no plan for sharing the results 	<ul style="list-style-type: none"> Instructional Facilitator plan to share results is unformed, sketchy and unclear 	<ul style="list-style-type: none"> Instructional Facilitator has a plan to share the results of their efforts with colleagues 	<ul style="list-style-type: none"> All of Proficient plus details the materials to be shared with colleagues

SELF-ASSESSMENT RUBRIC			
Instructional Facilitator _____	Date _____	Evaluator _____	Date _____
Domain 1: Planning and Preparation			

Component	Unsatisfactory	Developing	Proficient	Distinguished
Ia: Demonstrating knowledge of current trends in specialty area and professional development	Instructional Facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional Facilitator demonstrates basic familiarity with special area and trends in professional development.	Instructional Facilitator demonstrates thorough knowledge of special area and trends in professional development.	Instructional Facilitator’s knowledge of special area and trends in professional development is wide and deep; facilitator is regarded as an expert by colleagues.
Ib: Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program	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.
Ic: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional Facilitator has no clear goals for the instructional support program, or they are inappropriate to either the situation of 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.
Id: Demonstrating knowledge of resources, both within and beyond the school district	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.
Ie: Planning the instructional support program, integrated with the overall school program	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.
If: Developing a plan to evaluate the instructional support program	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
2a: Creating an environment of trust and respect	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.
2b: Establishing a culture for ongoing instructional improvement	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.
2c: Establishing clear procedures for teachers to gain access to instructional support	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.
2d: Establishing and maintaining norms of behavior for professional interactions	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.
2e: Organizing physical space for workshops or training	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
3a: Collaborating with teachers in the design of instructional units and lessons	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.
3b: Engaging teachers in learning new instructional skills	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.
3c: Sharing expertise with staff	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.
3d: Locating resources for teachers to support instructional improvement	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.
3e: Demonstrating flexibility and responsiveness	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
4a: Reflecting on practice	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.
4b: Preparing and submitting reports	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.
4c: Coordinating work with other instructional facilitators	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.
4d: Participating in a professional community	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.
4e: Engaging in professional development	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.
4f: Showing professionalism, including integrity and confidentiality	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:

Professional Growth Plan

(Required annually for each Instructional Facilitator. Professional Growth (Track 3) Summative Evaluation plans will be significantly expanded and with more detail.)

<i>IF Name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

<i>Briefly Describe Your Professional Growth Plan for This Year</i>

Initial Approval of Plan

<i>Instructional Facilitator Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Mid Year Review Conference for Teachers on Professional Growth Track Only

<i>Instructional Facilitator Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Summative Evaluation Conference for All Instructional Facilitators

<i>Instructional Facilitator Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

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

<i>Describe the district, school, grade level or department initiative(s) that are linked to your plan.</i>
<i>Describe the anticipated impact of plan attainment on student achievement.</i>

Professional Growth Action Plan

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Track 3 Professional Growth Plan Evaluation Report.

**Track 3
Professional Growth Plan Evaluation Report**

<i>School Year</i>	
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<i>Facilitator Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
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An Instructional Facilitator evaluated on the Professional Growth Track is a continuing contract IF and has consistently demonstrated proficiency in all of the domains and components of professional practice. Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.

Criteria	U	D	P	Comments
Plan Approval Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigor of Plan and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Summary of Professional Growth Plan conference discussion/notes:</i>

<i>Student Performance Data:</i>
<ol style="list-style-type: none"> 1. <i>Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS</i> 2. <i>Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)</i> 3. <i>Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates</i>

<i>Evaluation Track for next year</i>	<i>Track 2</i> <input type="checkbox"/>	<i>Track 3 – Professional Growth Plan</i> <input type="checkbox"/>	<i>Track 4 – Plan of Assistance</i> <input type="checkbox"/>
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<i>Employment Recommendation</i>	<i>Retain in Position</i> <input type="checkbox"/>	<i>Release from Employment</i> <input type="checkbox"/>
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<i>Facilitator Signature</i>	<i>Date</i>	<i>Evaluator Signature</i>	<i>Date</i>
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Instructional Facilitator’s signature denotes receipt of the evaluation and participation in the evaluation conference.

Summative Evaluation Report for Track 1, Track 2 and Track 4

<i>School Year</i>	
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<i>Facilitator Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation Track this year</i>	Track 1 (Non-continuing contract)	<input type="checkbox"/>	Track 2 (Continuing contract)	<input type="checkbox"/>	Track 4: (Plan of Assistance)	<input type="checkbox"/>	

This Summary Evaluation Report is based on the following evidence:

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

Rating of Instructional Facilitator on the Components of Professional Practice

Components of Professional Practice	U	D	P	Comments
Domain 1: Planning and Preparation				
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"/>	
Domain 2: The Environment				
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"/>	
Domain 3: Delivery of Service	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"/>	
Domain 4: Professional Responsibilities	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.

Summary of evaluation conference discussion/notes:

Student Performance Data:

- Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS
- Suggested Other Assessments: Textbook 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"/>
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Evaluation Track for next year	Track 1 Non-continuing Contract	<input type="checkbox"/>	Track 2 Continuing Contract	<input type="checkbox"/>	Track 3 Continuing Contract Prof. Growth	<input type="checkbox"/>	Track 4 Plan of Assistance	<input type="checkbox"/>
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Facilitator Signature		Date	Evaluator Signature		Date
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Instructional Facilitator's Signature denotes receipt of the evaluation and participation in the evaluation conference.

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.

Due Dates:

- **Track 1:** The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.
- **Track 2:** One Post-Observation and Summative Evaluation Report for Continuing Contract Instructional Facilitators must be completed and on file in the Personnel Office by April 5 of each year.
- **Track 4:** 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:** Instructional Facilitator comments, which are optional, are due no later than April 10.

Attach the following Documents:

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

Track 4 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"/>	Domain 4: Professional Responsibilities	U	D	P
Domain 2: The Environment	U	D	P	4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a: Creating an Environment of Trust and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Preparing and Submitting Reports	<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"/>	4c: Coordinating Work with Other Instructional Facilitators	<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"/>	4d: Participating in a Professional Community	<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"/>	4e: Engaging in Professional Development	<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"/>	4f: Showing Professionalism, Including Integrity and Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals for Improvement

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

2.
3.
<i>Recommended resources needed to assist in meeting goals:</i>

Goal	Activities designed to help IF meet the 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	IF signature	Evaluator Signature

Determination of Employment Status

Instructional Facilitators may be placed in Track 4 (Plan of Assistance) for no more than two consecutive years. If the IF is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation track. If the IF does not meet the specifications on the Plan of Assistance, the IF will be recommended for termination of employment. The IF 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 Track 1 or Track 2 of evaluation</i>	Signatures	
<input type="checkbox"/>	<i>Continue IF on Track 4 for the following year (up to two years)</i>	<i>Instructional Facilitator</i>	<i>Date</i>
<input type="checkbox"/>	<i>Instructional Facilitator is recommended for termination of employment</i>	<i>Evaluator</i>	<i>Date</i>