**Texas A&M University-Commerce**

**Instructional Leadership Team Evaluation Form**

**Midterm Final (circle one)**

Indicate one: Elementary Secondary

Indicate one: Cooperating Teacher University Field Supervisor Resident

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Resident: |  | | | | Date: |  |
| CWID#: |  | | |  | Overall Average: |  |
| Coop.Tchr: |  | | | | Letter Grade: |  |
| FS/Field supervisor: |  | | | | District: |  |
| School: |  | Content: |  | | Grade Level Taught: |  |

Rating System:

5 - 4 = Proficient - in command of initiative, thought, organization, reflection, and implementation of professional choices. Professional judgment is evident. Evidence of significant control of own decision-making and learning processes.

3 - 2 = Developing - functional in terms of initiative, thought, organization, reflection, and implementation of professional choices, but in need of instruction. Professional judgment is somewhat evident. Evidence of some control of own decision-making and learning processes. Monitors, adjusts, and manages with minimal intervention.

1 - 0 = Improvement Needed - some lack of initiative, thought, organization, reflection, and responsibility. Resident lacks awareness in making professional choices. Evidence of little control of own decision-making and learning processes. Very little monitoring, adjusting or managing without significant intervention. The situation requires remediation and change by the resident.

**Domain 1: \_\_\_\_\_ Domain 2:\_\_\_\_\_\_ Domain 3:\_\_\_\_\_\_ Domain 4:\_\_\_\_\_\_ Overall Average:\_\_\_\_\_\_**

Letter Grade Scale

1. 5 – 3.5
2. 3.4 – 2.5
3. 2.4 – 1 (Requires Growth Plan)
4. .9 -0

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Resident Signature Cooperating Teacher Signature

Field Supervisory/ Field supervisor Signature Date

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning** | | | |
|  | **Proficient** | **Developing** | **Improvement Needed** |
|  | **5 or 4** | **3 or 2** | **1 or 0** |
| 1.1 Standards & Alignment: The intern/resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. | | | |
| 1.2 Data & Assessment: The intern/resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. | | | |
| 1.3 Knowledge of Students: The intern/resident ensures high levels of learning, social-emotional development and achievement for all students. | | | |
| 1.4 Activities: The intern/resident plans engaging, flexible lessons that encourage higher-order thinking and achievement. | | | |
| **Evidence/Comments** | | | |
| **Domain 2: Instruction** | | | |
|  | **Proficient** | **Developing** | **Improvement Needed** |
|  | **5 or 4** | **3 or 2** | **1 or 0** |
| 2.1 Achieving Expectations: The intern/resident supports all learners in their pursuit of high levels of academic and social-emotional success. | | | |
| 2.2 Content Knowledge & Expertise: The intern/resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. | | | |
| 2.3 Communication: The intern/resident clearly and accurately communicates to support persistence, deeper learning and effective effort. | | | |
| 2.4 Differentiation: The intern/resident differentiates instruction, aligning methods and techniques to diverse student needs. | | | |
| 2.5 Monitor & Adjust: The intern/resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. | | | |
| **Evidence/Comments** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 3: Learning Environment** | | | |
|  | **Proficient** | **Developing** | **Improvement Needed** |
|  | **5 or 4** | **3 or 2** | **1 or 0** |
| 3.1 Classroom Environment, Routines, and Procedures: The intern/resident organizes a safe, accessible, and efficient classroom. | | | |
| 3.2 Managing Student Behavior: The intern/resident establishes, communicates and maintains clear expectations for student behavior. | | | |
| 3.3 Classroom Culture: The intern/resident leads a mutually respectful and collaborative class of actively engaged learners. | | | |
| **Evidence/Comments:** | | | |
| **Domain 4: Professional Practices and Responsibilities** | | | |
|  | **Proficient** | **Developing** | **Improvement Needed** |
|  | **5 or 4** | **3 or 2** | **1 or 0** |
| 4.1 Professional Demeanor & Ethics: The intern/resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g., Code of Ethics and Standard Practices for Texas Educators).   * Develops positive, productive relationships with colleagues * Demonstrates initiative and positive attitude in performance of duties and responsibilities * Accepts and implements constructive suggestions for change and growth | | | |
| 4.2 Goal Setting: The intern/resident reflects on his/her practices.   * Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions * Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement | | | |
| 4.3 Professional Development: The intern/resident enhances the professional community.   * Demonstrates collaborative practices by participating in all scheduled district and campus professional development activities * Actively participates in pre/post meetings with the Instructional Leadership Team (ILT) | | | |
| 4.4 School Community Involvement: The intern/resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.   * Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.) | | | |
| **Evidence/Comments:** | | | |