

Instructional Leadership Team Evaluation Form



ILT Form **Midterm** **Final** **Optional** (circle one)

Indicate one: Elementary Secondary

Indicate one: Mentor Field-Supervisor/University Liaison Resident

Resident:			Date:	
CWID#:			Overall Average:	
Mentor:			Letter Grade:	
FS/Liaison:			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

- (A) 5 – 3.5
- (B) 3.4 – 2.5
- (C) 2.4 – 1 (Requires Growth Plan)
- (F) .9 -0

Resident Signature

Mentor Teacher Signature

Field Supervisory/ Liaison 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**
5 or 4**Developing**
3 or 2**Improvement Needed**
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**
5 or 4**Developing**
3 or 2**Improvement Needed**
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: