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
<table>
<thead>
<tr>
<th>Domain 1: Planning</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
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<tbody>
<tr>
<td></td>
<td>5 or 4</td>
<td>3 or 2</td>
<td>1 or 0</td>
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<tr>
<td>1.1 Standards &amp; Alignment: The intern/resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</td>
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<td>1.2 Data &amp; Assessment: The intern/resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</td>
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<td>1.3 Knowledge of Students: The intern/resident ensures high levels of learning, social-emotional development and achievement for all students.</td>
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<td>1.4 Activities: The intern/resident plans engaging, flexible lessons that encourage higher-order thinking and achievement.</td>
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**Evidence/Comments:**

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<tr>
<th>Domain 2: Instruction</th>
<th>Proficient</th>
<th>Developing</th>
<th>Improvement Needed</th>
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<td>1 or 0</td>
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<tr>
<td>2.1 Achieving Expectations: The intern/resident supports all learners in their pursuit of high levels of academic and social-emotional success.</td>
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<td>2.2 Content Knowledge &amp; Expertise: The intern/resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</td>
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<td>2.3 Communication: The intern/resident clearly and accurately communicates to support persistence, deeper learning and effective effort.</td>
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<td>2.4 Differentiation: The intern/resident differentiates instruction, aligning methods and techniques to diverse student needs.</td>
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<td>2.5 Monitor &amp; Adjust: The intern/resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</td>
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**Evidence/Comments:**
Domain 3: Learning Environment

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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

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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: