South Bend Community Schools

Educator Growth & Proficiency System: Teachers (Coaches)

**2013-2014 Learning Edition**

**9. Educator Year-End Self-Assessment** Due 5 days prior to

 Cross-referenced to the Year-End Report (Document 12) Year-End Conference

Coach Educator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**A. Teacher’s Student Target Learning Area (STLA)**

 1. Describe the Teacher Target Learning Area, if any.

 2. Describe your engagement with your coachee related to the STLA.

 3. Describe the Student Target Learning Area (STLA) and SMART Goal, including initial and

 concluding assessment data (Document 12, Item 3).

 4. Describe what efforts on your part that you believe produced these results.

 5. Describe what you learned and how you will use your learning going forward.

**B. Professional Target Learning Area (PTLA)**

 6. Describe the results and provide evidence of learning in your PTLA – specifically in terms of

 Elements 6g (the conversation templates) and 6h (the Norms of Collaboration) of the Coaching

 Edition of *The Framework*, as well as evidence of application in your coaching:

7. Provide your overall assessment of progress in your PTLA (Document 12, Item 7):

8. Describe what you did that produced these results; relate this to your Theory of Action:

9. Describe what you learned and how you will use that going forward:

**C. Looking Forward**

 10. Ideas for future Teacher Target Learning Areas and your PTLA:

**2013-2014 Learning Edition**

**Year-End Self-Assessment on *The Framework for Effective Teaching:* Rating Edition**

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use *The Framework for Effective Teaching* and its Rating Edition to self-assess levels of proficiency in each of the six Areas of Performance.

1. Reflect on and record evidence for each Areas of Performance 3, 4, and 5. The evidence may reflect teaching students and/or adult learners.

 Note: it may be helpful to mentally replace “students” with “learners” or “participants”.

2. Referring to the Area’s continuum in the Rating Edition, select the level of proficiency that aligns

 with the evidence (Document 12, Item 9).

3. In the event of full alignment with one level (e.g., “On the Way”) and partial alignment with the

 next higher level (e.g., “Nearly There), choose the lower level.

**Area of Performance 3: Creating & Maintaining an Effective Environment for Student Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 3.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance 4: Engaging & Supporting All Students in Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 4.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance Adult – 4: Engaging & Supporting All Participants in Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area Adult – 4.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance 5: Assessing Student Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 5.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

**Area of Performance 6: Developing as a Professional Educator**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area 6.

Continue over as needed 🡪

B. Self Rating: \_\_\_ The Target \_\_\_ Nearly There \_\_\_ On the Way \_\_\_ Getting Started

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Educator Growth & Proficiency System: Teachers (Coaches)

**2013-2014 Learning Edition**

**10. Administrator Preparation** To be completed in the 5-day window

 between the Self Assessment due date

 and the Year-End Conference.

This process is to prepare an administrator for *“putting ideas on the table.”* The coach’s preparation expresses her or his perspective on evidence of success in the Teacher Target Learning Area (TTLA) / Student Target Learning Area (STLA), Professional Target Learning Area (PTLA), as well as evidence of proficiency and actual self-rating on the *Framework for Effective Teaching*.

The administrator then compares her or his evidence and perspective with that of the coach, to be prepared for the Exploring and Discovering phases of the *Year-End Conference Protocol*. It is in Exploring and Discovering phase of the conference that evidence is put on the table, always the coach’s first. Administrators need to be ready to put their evidence on the table, honoring the collaborative spirit of the Conference. Key tools for the Norm of putting ideas on the table:

**Specific Ways to Make Thinking**

**And Perspective Visible**

* Describe the focus of your point of view.
* Provide specific evidence/data.
* Offer concrete examples.
* Explain your reasoning.
* Reveal your perspective.

**Signaling Intention to Share Your Evidence & Perspective**

🢩 “Here is some additional evidence.”

🢩 “Here are some other data.”

🢩 “Another idea is...”

🢩 “From another perspective...”

**Preparation**

1. **Coach’s Student Target Learning Area (TTLA)**
2. Review the results of the coach’s engagement with the coachee teacher, and evidence of the slice students’ achievement of the SMART Goal – both as provided by the coach, and any

 other source you might have.

1. Consider an overall assessment of progress in the **S**TLA (Document 12, Item 3).
2. **Professional Target Learning Area (PTLA)**

 1. Review the results and evidence of the coach’s learning in the PTLA – as provided

 by the coach and any other source you might have.

 2. Consider an overall assessment of engagement in the PTLA (Document 12, Item 7).

1. **Areas of Performance of the Framework for Effective Teaching**
2. Record and reflect on evidence for each Area of Performance – your own and

 as provided by the coach.

1. Estimate the ratings that you would assign; check correspondence with the coach’s self-ratings

 (Document 12, Item 9).

1. **STLA, PTLA, *Framework* Areas**

 Anticipate the conversation about similarities between and, more importantly, differences between

 your evidence, perspectives, and ratings, and those of the coach.

South Bend Community Schools

Educator Growth & Proficiency System: Teachers (Coaches)

**11. Year-End Conference Protocol** Conference due by May 22

Educator Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

 **Activating & Engaging**

 **(Overall)**

**1.** What are:

 (a) the coachee’s Student Target Learning Area (STLA) and

 Professional Target Learning Area (PTLA),

 (b) your Teacher Target Learning Area (TTLA) – if any, and

 (c) your Professional Target Learning Area within Collegial

 Conversation & Coaching

 that are focusing your Supervision for Quality Learning work?

2. What Theory of Action has been serving as your “compass” in

 organizing this year’s Supervision for Quality Learning work?

**A. Student Target Learning Area**

**Exploring & Discovering**

1. What are your impressions of the progress of your coachee’s or your

 slice students in the Student Target Learning Area?

4. Given your impressions, what specifically is the progress of the slice

 students toward the SMART Goal according to the evidence that you

 and your coachee have considered?

5. Considering the evidence and reflection that you are offering,

 together with the evidence that seems important from my

 perspective, the rating that seems fitting for Student SMART Goal

 progress is… (4, 3, 2, or 1 in the rubric for item 3. In the *Year-End*

 *Report).* What are your thoughts and reflections? (Document 12,

Item 3)

**B. Teacher Target Learning Area (TTLA) – if any**

**Exploring & Discovering**

6. What are your impressions of the progress of your coachee in the

 Teacher Target Learning Area (TTLA)?

7. Given your impressions, what evidence are you considering and what specific results are you finding in your coachee’s TTLA?

8. When you inspect these data, what do you notice?

 What surprises do you find in the data?

**Organizing & Integrating**

9. What are some factors that are contributing to your coachee’s

 focus in their STLA?

10. What, specifically, have ~~you done that is~~ been your actions that

 contribut~~ing~~ to the results of your coachee in the STLA?

11. What learnings are you realizing through and about working with

 coachees?

**C. Professional Target Learning Area**

 **Exploring & Discovering**

12. Focusing now on your Professional Target Learning Area (PTLA),

 what are your impressions of your progress?

13. Considering your impressions, what specifically is your growth in

 Collegial Conversation & Coaching?

14. Given where you place yourself on the rubric(s), what evidence are

 you considering that supports your proposed placement(s)?

15. Considering the evidence and reflection that you are offering,

 together with the evidence that seems important from my

 perspective, the rating that seems fitting for your PTLA

 engagement is… (4, 3, 2, or 1 in the rubric for item 7 In the

 *Year-End Report).* What are your thoughts and reflections here?

 (Document 12, Item 7)

**Organizing & Integrating**

16. Considering your progress in your Professional Target Learning

 Area, what connections are becoming apparent, between your

 learning and the progress of your coachee in the Student

 Target Learning Area (**S**TLA)?

17. Specifically, how did your PTLA progress influence the progress of

 your coachee or you in working in the STLA?

**Overall: Considering Student, Teacher, and Professional Target Learning Areas – if any**

**Exploring & Discovering**

18. Reflecting now on your progress in the Target Learning Areas and

 your performance overall, how are you considering your work in

 terms of the rubrics for Areas of Performance 3, 4, Adult-4, & 5 of

 the Coaching Edition of the *Framework*?

19. Where would you place yourself on the rubrics of Areas 3, 4, Adult-4,

 and 5 of the Coaching Edition of the *Framework*?

20. Considering the evidence and reflection that you are offering about

 your overall performance, together with the evidence about Areas of

 Performance 3, 4, Adult-4, & 5 of the *Framework* that seems

 important from my perspective, the ratings that seem reasonable for

 these Areas are… (ratings from item 9 in the *Year-End Report).*

**Organizing & Integrating**

21. Reflecting on the students’ gains in the Student Target Learning

 Area (STLA) as reflected in the SMART Goal, together with your

 coachee’s progress in the Teacher Target Learning Area (TTLA) – if

 any, what connections do you make?

22. What evidence might you cite for these connections?

23. Finally, considering the student performance in the STLA, your

 coachee’s proficiency in the TTLA – if any, and your progress in

 your Professional Target Learning Area (PTLA), what are your

 reflections on your Theory of Action?

24. Specifically, what have you learned about your Theory of Action,

 and how might you apply your learning in the future?

 **Planning**

25. Given these reflections and looking forward, how will you be

 changing your practices?

26. Looking toward next year’s Growth & Proficiency work, what are

 you anticipating in the way of focus in your Professional Target

 Learning Area?

27. Next year, progress in the Equity Focus of assuring that minority

 students are equitably represented at the highest levels of

 achievement will become an additional measure of coaches’

 performance. What thoughts might you have about action planning

 for the Equity Focus?

28. Reflecting on this Year-End conversation, what are you learning?

 How has this conference supported your Growth & Proficiency

 work?

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Educator Growth & Proficiency System: Teachers (Coaches)

**2013-2014 Learning Edition**

**12: Year-End Growth & Proficiency Report**

 **and Performance Review** Due 10 days post Conference

Educator Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Student Target Learning Area (STLA)**

1. Student SMART Goal in the Student Target Learning Area:

2. Evidence of the progress toward the Student SMART Goal.

3. Rate the Student SMART Goal progress on the rubric below.

 \_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| All or most of the SLICE students met the target(s) in the Goal. The Goal was met or exceeded. | Most students met the target(s) in the Goal, within a few points in either direction. Substantial progress toward the Goal. | Many students met the target(s), but a notable percentage missed the target(s) by more than a few points. Some progress toward the Goal. | A few students met the target(s), but a notable percentage did not. Little progress toward the Goal. |

**II. Professional Target Learning Area (PTLA)**

5. Professional Target Learning Area (PTLA):

6. Semester-long engagement on the part of the teacher, focusing on learning and growth in the

 Professional Target Learning Area:

*Evidence:*

7.Rate the PTLA engagement on the rubric below.\_\_\_4 \_\_\_3 \_\_\_2 \_\_\_1

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| **A.** Actively pursues & documents  specific professional learning.**B.** Reflects on impacts in teaching  practice. **C.** Engages colleagues in reflecting  on learning & application.**D.** Engages students in application  of professional learning. **E.** Applies learning to students  beyond slice. | Demonstrates three or four of the Level 4 criteria. Specify which ones. | Demonstrates two of the Level 4 criteria. Specify which ones. | Demonstrates one of the Level 4 criteria. Specify which one. |

8. In the Initial Conference (Preparation and Protocol) the Professional Target Learning Area was

 aligned to specific Elements of Performance in *The Framework for Effective Teaching*.

 Describe semester-long progress in the Professional Target Learning Area, in terms of the rubric

 language for the relevant Elements of Performance in *The Framework*.

*Evidence:*

*Comments:*

**III. Effective Teaching**

9. Year-End Proficiency in Areas of Performance 3, 4,5, and 6 of *The Framework for*

 *Effective Teaching – Coaching Edition*.

 Use the full edition*.* Document the evidence that supports each of the Area ratings, in terms of

 the specific Elements of Performance in the Area.

 **Remember:** *Always, evidence before rating!*

**Area of Performance 3:**

**Creating and Maintaining an Effective Environment for Student Learning**

*Evidence:*

Continue over as needed 🡪

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **3. Creating and Maintaining an Effective****Environment for Student Learning** |  |  |  |  |

*Comments:*

**Area of Performance 4: Engaging and Supporting All Students in Learning**

*Evidence (use the full edition of* ***The Framework****):*

Continue over as needed🡪

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **4. Engaging and Supporting** **All Students in Learning** |  |  |  |  |

*Comments:*

**Area of Performance Adult – 4: Engaging & Supporting All Participants in Learning**

Note: refer to both the Rating Edition of *The Framework*, and a full edition with Elements rubrics.

1. Evidence in terms of the Elements of Performance in Area Adult – 4.

Continue over as needed 🡪

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **Adult – 4. Engaging & Supporting****All Participants in Learning** |  |  |  |  |

*Comments*

**Area of Performance 5: Assessing Student Learning**

*Evidence (use the full edition of* ***The Framework****):*

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **5. Assessing Student Learning** |  |  |  |  |

*Comments:*

**Area of Performance 6: Developing as a Professional Educator**

*Evidence (use the full edition of* ***The Framework****):*

Now use the Rating Edition.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Performance** | TheTarget | NearlyThere | On theWay | GettingStarted |
| **6. Developing as a Professional Educator** |  |  |  |  |

*Comments:*

10. Rating of overall performance:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating Focus** | **4** | **3** | **2** | **1** |
| Student Target Learning Area Student SMART Goal |  |  |  |  |
| Professional Target Learning Area |  |  |  |  |
| Area of Performance 3 |  |  |  |  |
| Area of Performance 4 |  |  |  |  |
| Area of Performance Adult-4 |  |  |  |  |
| Area of Performance 5 |  |  |  |  |
| Area of Performance 6 |  |  |  |  |

*Comments:*

**Concluding Recommendation for the 2013-2014 School Year**

Initial the Recommendation.

 **Continued employment, initiating Supervision for Quality Learning.**

 This teacher demonstrates exemplary professional leadership and is considered highly

 effective as a result of active participation in Supervision for Quality Learning and the

 Growth & Proficiency Initiative.

**Signatures**

Administrator Signature Date

Teacher Signature\* Date

\*The teacher’s signature denotes receipt of the form, and acknowledgment that the administrator has notified the employee of the Concluding Recommendation.