

PERFORMANCE REVIEW FORM for Non-Supervisory Staff (DYS Instructional Coaches)

Employee Name:	Employee Title:
Supervisor Name:	Coaching Region(s):
Performance Review Period:	Date of Review:

Review Process:

Employee completes parts 1 and 2 independently. Upon completion of parts 1 and 2, employee emails performance review to supervisor. Supervisor integrates feedback into part 1, assesses employee against IPDP goals in part 2, and completes part 3 overall summary and next steps. Supervisor emails employee review form and schedules meeting to review and finalize performance process by June 30th of each year. The final evaluation, along with comments and signatures, is then forwarded to Human Resources for tracking and filing in the employee's Personnel folder.

Part 1: Job-specific Expectations/Competencies – based on job description

1 = Unsatisfactory	2 = Needs Improvement	3 = Proficient	4 = Exemplary	
3 "Proficient" = performance fully and consistently meet all essential functions of the job responsibilities and goals.				
Interpersonal Skills – social and communicative skills necessary to foster positive working relationships with teachers, supervisors, and coaches to achieve the intended professional development goals and objectives.	Rating	Assessment of Job Expectations/Competencies		
Content Knowledge – thorough understanding of subject area content for which one holds licensure and/or provides content area professional development as well as the ability to relate content knowledge to specific pedagogy in order to achieve the intended professional development goals.	Rating	Assessment of Job Expectations/Competencies		
Pedagogical Knowledge – comprehensive grasp of effective and evidence-based pedagogy as well as an ability to implement promising instructional practices that integrate literacy and/or numeracy in the content areas, embed assessment strategies, and utilize innovative practices that increase access-for-all (e.g., differentiation, PYD, CRP, technology integration).	Rating	Assessment of Job Expectations/Competencies		
Knowledge of Curricular and Instructional Resources – knowledgeable about content in the DYS Instructional Guides, Empower Your Future curriculum guides, and other approved electives and programs of studies for supporting teachers to effectively access curriculum materials and resources to improve the quality of teaching and learning. and Resourceful – knowledgeable about coaching resources and is a willing collaborator in how such resources may be applied to advance the shared vision of coaching and professional development goals. Resources provided through professional development and job-embedded coaching contributes to the cohesiveness of the overall professional development team.	Rating	Assessment of Job Expectations/Competencies		
Coaching Tool-Kit – utilizes a variety of coaching strategies to support teachers in refining and enhancing their classroom practice through evidence-based approaches that are aligned with the Standards and Indicators of Effective Teaching. Strategies include, but are not limited to; creating and modifying IPDP goals, facilitating workshops/mini-training, lesson demonstration/modeling, providing ongoing evidence-based observational feedback, and engaging teachers in complex dialogue about their practice.	Rating	Assessment of Job Expectations/Competencies		
Entrepreneurial Leadership Skills – approaches situations from a solutions-oriented mindset using innovative and efficient problem-solving methods. Articulates a clear vision for developing each teacher. Approaches job responsibilities conscientiously and exemplifies sound judgment. Also, thinks outside the box and strategically, utilizing specific planning tools and resources (e.g., workplans, concept papers, planning maps, annotated agendas, etc).	Rating	Assessment of Job Expectations/Competencies		
Writing – able to write clearly, succinctly, and for multiple purposes, particularly business and grant writing. Writing includes, but not limited to, coaching reports, self-reflective essays, learning team feedback, mini-narrative writing, rapid memos, and regular email messages.	Rating	Assessment of Job Expectations/Competencies		
Management/Data Collection – coaching action steps are directly connected to coaching needs identified on the Collaborative Coaching Log as well as through other coaching data management systems and communicated to the appropriate parties in a timely manner (e.g., teachers, teaching coordinators, supervisors, and other key education personnel upon request).	Rating	Assessment of Job Expectations/Competencies		

Name/ Performanc Review Period:

Part 2: Professional Goals:

Employee Goal #1: Individual Professional Development Plan (IPDP)

Insert Goal in box:

Supervisor's Comments:

Employee's Comments:

Employee Goal #2: Individual Professional Development Plan (IPDP)

Insert Goal in box:

Supervisor's Comments:

Employee's Comments:

Name/ Performanc Review Period:

Employee Goal #3: Individual Professional Development Plan (IPDP)

Insert Goal in box:

Supervisor's Comments:

Employee's Comments:

Part 3: Overall Summary and Next Steps: (completed by the supervisor)

Professional Development Goal (Optional): Describe the recommended coaching, training or development activities that would improve performance, promote further learning, job growth, and enhance career development.

Name/ Performanc Review Period:

Part 4: Summative Evaluation Comments and Signature:

Supervisor's Final Comments and Recommendations:

Supervisor's Signature _____

Date: _____

Employee's Comments: The employee may make any comments here regarding the above review and work priorities for the next performance review period.

I have read and agree with this evaluation

I have read and disagree with this evaluation

Employee's Signature _____

Date: _____

Supervisor's Signature _____

Date: _____

Received by HR date: Follow up plan:

I have read and discussed this performance review with my supervisor and I understand its contents.