



Teacher's INSTRUCTIONAL GOAL(s) With Written Plan / Progress

Before you begin, download/save document to desktop

EXAMPLE

Teacher:

Evaluator:

2. Instructional Goal(s): Check Criteria that apply (✓):

- | | |
|---|--|
| <input type="checkbox"/> #1 High Expectations for Student Achievement | <input type="checkbox"/> #5 Safe, Positive Learning Environment |
| <input checked="" type="checkbox"/> #2 Effective Teaching Practices - Engagement | <input type="checkbox"/> #6 Student Data |
| <input type="checkbox"/> #3 Differentiation | <input type="checkbox"/> #7 Families and Communities |
| <input type="checkbox"/> #4 Content Knowledge | <input checked="" type="checkbox"/> #8 Professional Practice - Mentoring of/by Me |

3. Write Instructional Goal(s) here. List specific Component(s)/Element(s), if applicable. Consider self-assessment, prior evaluations, and school/district initiatives.

By the end of March 2017 (*time-bound*), I will have improved my instructional practice in Criterion 2.6 (Engagement) and 8.1 (Seeking Mentorship for Areas of Need or Interest) (*achievable/realistic*) by implementing GLAD Phase 1 for the PBIS Engagement Challenge (*specific*). I will track my progress using the implementation logs and self-reflections that are part of this challenge as I collaborate with colleagues about student learning and instruction when they observe me or I observe them and offer feedback. (*measurable*).

4. Check current rating and desired rating (✓) Criteria 2.6 and 8.1

My current rating on [Criterion 2.6](#):

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

My goal is to earn a following rating:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

My current rating on [Criterion 8.1](#):

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

My goal is to earn a following rating:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

5. Action Steps with Target Dates and Evidence and Measures:

I will sign up for the "PBIS SCORE 4! Engagement Challenge" GLAD Pathway with my Instructional Coach or GLAD trainer (September).

I will participate in at least one session of collaborative modeling, co-teaching and feedback with the GLAD trainers.

I will implement at least one GLAD strategy each month demonstrating all critical components within 3 observations of the following GLAD strategies:

Zero Noise
3 Personal Standards
Literacy Awards and scouts
Cooperative learning
Numbered Heads
T-Graph
Cognitive Content Dictionary
Input Chart (Narrative or Pictorial)

I will ask my peers, my instructional coach, GLAD agency trainers, administrators and/or my evaluator to come in to observe and give me feedback as I work on these and other teacher actions to complete the "Engagement Challenge." I will also observe and offer feedback to other teachers as they work on the "Engagement Challenge."

6. Progress Checks on Goal:

I will use the “GLAD Phase 1” self-reflection checklist to chart my progress on my instructional goals, which are seeking help and mentorship from my colleagues (8.1) as I try different engagement strategies (2.6.1) and complete the Challenge. Monthly informal observations and discussions with a colleague, an instructional coach, a GLAD agency trainer or an administrator will provide ongoing feedback on my progress.

I will also mentor other teachers who are working on the “Engagement Challenge” by observing them and offering feedback as they try different activities to engage their students.

I will ask my evaluator to give me feedback on my goals in my formal observations and/or walk-throughs. I will submit my completed logs and reflections on each strategy to my instructional coach or GLAD agency trainer by March 31, 2016.

This work should move me from PROFICIENT to DISTINGUISHED on Criterion 2.6, and from BASIC to PROFICIENT on Criterion 8.1.

7. Mid-Year Self-Reflection

On track to meet goal(s): ☐ Yes ☐ No

Were any adaptations made? ☐ Yes ☐ No

If adaptations were made, please describe below:

Teacher Evaluation Rubric (2.6.1) The Teacher Notices When Students Are Not Engaged

Unsatisfactory	Basic	Proficient	Distinguished
The teacher does not monitor student engagement and apply re-engagement strategies as necessary OR does so with significant errors or omissions.	The teacher monitors student engagement and applies re-engagement strategies as necessary BUT does not monitor the extent to which strategies have their desired effect.	The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.	The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Teacher Evaluation Rubric (8.1) The Teacher Seeks Mentorship and/or Mentors Others for Areas of Need or Interest

Unsatisfactory	Basic	Proficient	Distinguished
The teacher makes no attempt to perform this activity, or the teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers, but does not necessarily do so in a manner that enhances pedagogical skill.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

8. This box is to be signed at the completion of the evaluator’s rating of the INSTRUCTIONAL GOALS.

Final rating on the INSTRUCTIONAL GOAL: (✓) 2.6.1 ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Final rating on the INSTRUCTIONAL GOAL: (✓) 8.1 ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____