Pewaukee School District
Instructional Specialist
Educator Effectiveness Self Rating Form

The self rating process allows educators to reflect on their practice and prior evaluations and prepare for the development of their Educator Effectiveness Plan. Please review your evaluation rubric and then rate yourself for each component. Based on that rating, identify an area in which you think further development is necessary related to that component. Submit this completed form to your evaluator prior to your Evaluation Planning Session.

Instructional Specialist: *Melinda Larson-Horne*

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of current trends in specialty area and professional development	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☐	**4 Distinguished** ☑ Fall 2015: 4 Spring 2016: 4
1b: Demonstrating knowledge of the district's program and levels of teacher skill in delivering that program	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☐	**4 Distinguished** ☑ Fall 2015: 4 Spring 2016: 4
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served.	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☐	**4 Distinguished** ☑ Fall 2015: 4 Spring 2016: 4
1d: Demonstrating knowledge of resources, both within and beyond the school and district.	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☐	**4 Distinguished** ☑ Fall 2015: 4 Spring 2016: 4
1e: Planning the instructional support program, integrated with the overall district program.	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☐	**4 Distinguished** ☑ Fall 2015: 4 Spring 2016: 4
1f: Developing a plan to evaluate the instructional support program.	**1 Unsatisfactory** ☐	**2 Basic** ☐	**3 Proficient** ☑ Fall 2015: 3 Spring 2016: 3.5	**4 Distinguished** ☐

Based on the above ratings, identify an area for development

1f Developing a plan to evaluate the instructional program

Why did you make this assessment (what evidence was used to make the assessment)?

Fall 2015: Although I track the PD that I provide, I would like to continue to identify trends (tech and EE categories) and to evaluate the level of PD (using the SAMR model).

Spring 2016: I used the SAMR model and elements of Trudacot to help teachers rank their use of the technology and other factors such as student agency, differentiation and personalization. Then I worked with them to take those lessons to the next level.

Domain 2: The Environment

2a: Creating an environment of trust and respect	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
2b: Establishing a culture for ongoing instructional improvement.	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
2c: Establishing clear procedures for teachers to gain access to instructional support.	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
2d: Establishing and maintaining norms of behavior for professional interactions	1 Unsatisfactory ☐	2 Basic ☐	**3 Proficient** ☑ *Fall 2015: 3* *Spring 2016: 3.5*	**4 Distinguished** ☐
2e: Organizing physical space for workshops or training	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*

Based on the above ratings, identify an area for development

2d: Establishing and maintaining norms of behavior for professional interactions

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Why did you make this assessment (what evidence was used to make the assessment)?

Fall 2015: I am contemplating this component because I think there is a fine line between teachers feeling comfortable enough to request whatever PD whenever/wherever necessary, and clearly communicating services provided (EdTech, EE, SBG vs. IT, etc.) as well as times available to provide assistance.

Spring 2016: I continued to evolve my role and the services that I provide, especially at Asa. More and more, teachers have asked me for coaching when they need it, rather than waiting until the next time I'm in the building. I've also worked on managing my personal time vs. work time.

Domain 3: Delivery of Service

3a: Collaborating with teachers in the design of instructional units and lessons	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☑	**4 Distinguished** ☑ *Fall 2015: 3.5* *Spring 2016: 4*
3b:Engaging teachers in learning new instructional skills	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
3c: Sharing expertise with staff	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
3d: Locating resources for teachers to support instruction	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
3e: Demonstrating flexibility and responsiveness	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*

Based on the above ratings, identify an area for development

3a: Collaborating with teachers in the design of instructional units and lessons

Why did you make this assessment (what evidence was used to make the assessment)?

Fall 2015: After a few years of work with teachers on the basics of GAFE and various EdTech tools, I'd like to continue focusing on transforming lessons, moving toward greater personalization and student agency. I plan to use the SAMR model to educate and support teachers in their efforts to transform their lessons and stretch to levels of modification and redefinition.

Spring 2016: I worked with many teachers in both Asa and PHS in nearly every department to co-design lessons that use technology to modify or transform student learning, to provide greater student voice and choice, and make the learning more authentic and engaging.

Domain 4: Professional Responsibilities

4a: Reflecting on practice	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
4b: Maintaining accurate records	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
4c: Coordinating work with other instructional specialists	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
4d: Participating in a professional community	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*
4e: Engaging in professional development	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☐	**4 Distinguished** ☑ *Fall 2015: 4* *Spring 2016: 4*

4f: Showing Professionalism including integrity and confidentiality	1 Unsatisfactory ☐	2 Basic ☐	3 Proficient ☑	4 Distinguished ☑ *Fall 2015: 3.5* *Spring 2016: 3.5*

Based on the above ratings, identify an area for development
4f: Showing Professionalism including integrity and confidentiality
Why did you make this assessment (what evidence was used to make the assessment)?
Fall 2015: I am often charged with task that seem to be more administrative than coaching in nature. It is also hard to work in two buildings that don't always view initiatives in the same way.   *Spring 2016: I continue to be challenged by teachers and administrators to solve problems and come up with more efficient processes. This year, I continued to be entrusted with evaluations and district forms that have remained confidential. Although not all buildings and administrators view things the same way, I learn the needs of individuals and try to satisfy their specific requirements.*
Additional Comments about areas for development