Santa Clara
Adult Education
SANTA CLARA UNIFIED SCHOOL DISTRICT

Instructional Development Plan

Contents

August, 2015

Instructional Development Plan
Instructions and Dates/Timeline

This Instructional Development Plan (IDP) is meant to assist you in developing your skills as an instructor by focusing on **what students know and are able to do** as a result of their participation in your class. The steps in the process are listed below.

Action	Date
First Meeting: The evaluator will review this process with you, including the Instructions, Dates/Timeline, Learning Outcomes, Evaluation Form, and the *Professional Growth Plan*. The evaluator will explain that you will need to **collect evidence to share at the Second Meeting**.	
Between the first and second meeting, you can collect samples of evidence that demonstrates how students are meeting the student learning outcomes and the program learning outcomes. The evaluator will also conduct classroom observations on a drop-in basis and at least one formal observation. **Complete the Program Learning Outcomes Self-evaluation Form.**	
Second Meeting: Share the evidence you have collected with the evaluator. Together you will review and discuss the evidence and the *Program Learning Outcomes Self-evaluation Form*.	
The evaluator will complete the Evaluator Form.	
Third Meeting: The evaluator will review the Evaluator Form with you. You will also discuss the draft of the *Professional Growth Plan*.	
You will submit a finalized Professional Growth Plan to the evaluator. The evaluator might contact you for a follow-up.	
The evaluator will give a copy of the Evaluator Form and the final version of the Professional Growth Plan to the Personnel Secretary to be placed in your file.	

Evidence of Student Learning

This is a suggested list of evidence. You may choose one or more items from this list, or choose something else to show that students are learning. The Evaluator may also request additional items. Samples of items should be collected throughout the year.

- Attendance Sheets
- Course Evaluation Forms
- Course Outlines
- Daily agendas
- Documentation of student success
- Lesson plans
- Pictures of student participation/work
- Sample handouts and worksheets
- Student demonstrations / participation
- Student testing/evaluation of learning (formal and informal)
- Student work/portfolios
- Student/Class Surveys
- Instructor's Journal
- Video and audio recordings of teacher instruction and/or student performance/participation/work
- Other

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Expectations for Instructor's Job Performance
Teachers will be evaluated on the following indicators.

Curriculum

- Provides instruction that reflects the Student Learning Outcomes and Program Learning Outcomes, goals, and objectives of the program, school and district where appropriate.
- Plans, organizes, and effectively uses instructional time to maximize student learning (identifies daily objectives, uses course outlines to guide learning).
- Provides an effective program of instruction that uses a variety of teaching materials and techniques, and is based on needs and capabilities of individuals or learner groups.
- Demonstrates knowledge of subject matter in assigned classes.
- Incorporates formal and informal feedback and data in order to improve course content and/or retain students.

Environment

- Develops and maintains a learning environment appropriate for class activities and the norms of adult education (adult materials, seating arrangements, etc.).
- Takes necessary and reasonable precautions to provide a safe environment for learners, and takes proactive steps to protect equipment.
- Demonstrates the interpersonal skills and sensitivity to communicate appropriately and work effectively with learners, co-workers, and community.
- Demonstrates sensitivity to learner diversity.
- Provides a supportive environment that fosters learner participation and interaction.

Assessment

- Evaluates learner progress on an ongoing basis and uses assessment information to give feed- back, plan and modify instruction (e.g. CASAS records, informal and formal testing, learner work, formal and informal surveys).

Administrative

- Begins instruction on time.
- Assists in the selection of books, equipment, and other instructional materials.
- Maintains and submits records and forms as required by law, school policy and administrative regulations (e.g. attendance, accountability procedures, course outlines, credentialing).
- Attends and participates in staff, department, and district meetings when requested.
- Plans and engages in relevant professional growth activities.
- Performs related duties as assigned by administration (accreditation process, compliance re- views).
- Leaves the classroom clean, orderly and in the condition in which it was found.

Instructor: _____

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Instructional Development Plan
Evaluator Form

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U	S	P	D
Unsatisfactory	**Satisfactory**	**Proficient**	**Distinguished**

Using the rubic, place a check in the box that you feel best reflects the instructor's level.
Comment is required for unsatisfactory remarks.

	U	S	P	D	Comments
Curriculum					
1. Provides instruction that reflects the student learning outcomes and any other goals and objectives of the program, school, and district where appropriate.					
2. Plans, organizes, and effectively uses instructional time to maximize student learning (identifies daily objectives, uses course outlines to guide learning).					
3. Provides an effective program of instruction that uses a variety of teaching materials and techniques, and is based on needs and capabilities of individuals or learner groups					
4. Demonstrates knowledge of subject matter in assigned classes.					
5. Incorporates formal and informal feedback and data in order to improve course content and/or retain students.					
Environment					
6. Develops and maintains a learning environment appropriate for class activities and the norms of adult education (adult materials, seating arrangements, etc.).					
7. Takes necessary and reasonable precautions to provide a safe environment for learners, and takes proactive steps to protect equipment.					
8. Demonstrates the interpersonal skills and sensitivity to communicate appropriately and work effectively with learners, co-workers, and community.					
9. Demonstrates sensitivity to learner diversity.					
10. Provides a supportive environment that fosters learner participation and interaction.					

	U	S	P	D	Comments
Assessment					
11. Evaluates learner progress on an ongoing basis and uses assessment information to give feedback, plan and modify instruction (e.g. CASAS records, informal and formal testing, learner work, formal and informal surveys).					
Administrative					
12. Begins instruction on time.					
13. Assists in the selection of books, equipment, and other instructional materials.					
14. Maintains and submits records and forms as required by law, school policy and administrative regulations (e.g. attendance, accountability procedures, course outlines, credentialing).					
15. Attends and participates in staff, department, and district meetings when requested.					
16. Plans and engages in relevant professional growth activities.					
17. Performs related duties as assigned by administration (accreditation process, compliance reviews).					
18. Leaves the classroom clean, orderly and in the condition in which it was found.					

Evaluator Name _____

Evaluator Signature _____

Administrator Name _____ Date_____

Administrator Signature _____

The evaluator has shared this evaluation with me. I am aware that I may provide written comments within two weeks.

Instructor Name _____ Date_____

Instructor Signature _____

Instructor Professional Growth Plan
Draft

Areas of Strength

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Areas of Growth

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Plan for Improvement

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Instructor Professional Growth Plan

Areas of Strength

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Areas of Growth

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Plan for Improvement

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Instructor Name _____ Date_____

Instructor Signature _____

Evaluator Name _____

Evaluator Signature _____

Administrator Name _____ Date_____

Administrator Signature _____