

WEST BONNER COUNTY SCHOOL DISTRICT #83
Evaluation– Teacher - Form

Teacher: **Josh Schultz**
 Grade Level(s): **Grade 5**
 Date: **May 4, 2025**

School: **IDH**
 Subject(s): **All Subjects**

Professional Practice

Domain 2: Classroom Environment	Evidence and Artifacts D
2a Creating respect and rapport Teacher interactions with students Student interactions with one another D	*Mr Schultz demonstrates knowledge and caring about individual students' lives beyond the class and school (tries to connect with individual students) *The talk between Mr. Schultz and his students as well as between students is uniformly respectful
2b Establishing a culture for learning Importance of content Expectations for learning and achievement Student pride in work D	*Mr. Schultz values student effort and improvement; he celebrates student progress and praises his students based on effort. *Mr. Schultz does a nice job of creating an environment where students can take risks, building student confidence and reducing fear of failure *Routines are established, starting his Mondays with students with their "highs and lows"
2c Managing classroom procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and par-pros D	*Students line up quietly to enter the building or exit the classroom, maximizing time on task and to set the tone for learning *Mr. Schultz plays quiet instrumental music in the classroom when students are working independently *Students use a hand signal to use the restroom
2d Managing student behavior Expectations Monitoring of student behavior Response to student behavior P	*Mr. Schultz established classroom rules, following school-wide rules to be safe, responsible, respectful, kind *He generally responds to student behavior in a progressive manner with a warning, detention, office referral *He will keep families informed related to behaviors/consequences
2e Organizing physical space Safety and accessibility Arrangement of furniture and use of physical resources P	*Mr. Schultz supports various instructional strategies and student collaboration, arranging his desks in groups of 4, in rows, long lines, depending on the lesson goal *Students' backs are sometimes facing the front of the room where the overhead screen/board is located, reducing full student engagement *He provides a space with a table for guided instruction
Domain 3: Instruction	Evidence and Artifacts P

3a Communicating with students Expectations for learning Directions and procedures Explanation of content Use of oral and written language	P *Mr. Schultz models respectful communication and encourages the same from students *He's an active listener with his students, making eye contact, nodding, and responding thoughtfully when students speak *He posts learning objectives on the board - would like to see "I can" statements in the front of the room and repeated throughout a lesson
3b Using questioning and discussion techniques Quality of questions Discussion techniques Student participation	B *Mr. Schultz typically calls on students who have their hands raised rather than randomly selecting students *After posing a question, he doesn't always wait for approximately 5 seconds to give students time to process *If Mr. Schultz is reading, he does have students repeat certain words for accountability (to make sure they're following along)
3c Engaging students in learning Activities and assignments Grouping students Instructional materials and resources Structure and pacing	P *Mr. Schultz incorporates active learning, keeping students mentally engaged, particularly during science *He promotes collaboration where students work on projects together, promoting accountability *He uses ImagineMath and IXL to further enrich students' math skills
3d Using assessment in instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress	P *While students are working, Mr. Schultz circulates the room, observing level of engagement and understanding *Mr. Schultz uses a grade-level designed writing rubric *He uses diagnostic assessments to inform his instruction
3e Demonstrating flexibility and responsiveness Lesson adjustment Response to students Persistence	P *Mr. Schultz meets individual needs without waiting for a future lesson, pulling students into a small group for targeted support *He promotes accessibility, ensuring students on a 504 or IEP receives appropriate accommodations *He supports the well-being of his students while maintaining a productive learning environment
Domain 1: Planning and preparation	Evidence and Artifacts D
1a Knowledge of content and pedagogy Content and structure of discipline Prerequisite relationships Content -related pedagogy	P *Mr. Schultz explains multiple ways to solve a math problem, moving from procedural to conceptual but choosing the best method based on a student's readiness *He explains a science concept where students complete a hands-on experiment; they're also expected to create a graph, and write a conclusion based on what they observed, adapting to all learners
1b Demonstrate knowledge of students Child and adolescent development Learning process Students' skills, knowledge, and language proficiency Students' interests and cultural heritage Students' special needs	D *Mr. Schultz will review assessment data, IEPs, 504s to plan interventions or identify challenges *He had students complete a survey to help him better understand the make-up of his class *He does a great job of building personal connections with his students, sharing "highs and lows" after the weekend

1c Selecting Instructional Outcomes Value, sequence and alignment Clarity Balance Suitability for diverse learners	P	*Learning objectives typically align with State standards *Mr. Schultz collaborates with his intermediate team, providing challenge and support at different readiness levels in math *He provides an essential question in science, focusing on higher-order thinking
1d Demonstrate knowledge of resources Classroom use Extended content knowledge and pedagogy Students	D	*Mr. Schultz uses Google Classroom, IXL, ImagineMath to support and reinforce concepts and increase engagement *He collaborates with a State Reading Coach, strengthening instructional practices *He uses EasyCBM, IXL, ImagineMath to identify student progress needs, targeting instruction and intervention *He works closely with our building paraprofessionals to provide extra support for his struggling learners
1e Designing coherent instruction Learning activities Materials and resources Instructional groups Lesson and unit structure	P	*He references the District's Math Scope and Sequence *Mr. Schultz will typically have clear learning objectives written on the side board, providing a clear focus for students *He'll regularly use assessment data, including discussions, quick check-for-understanding to guide his teaching
1f Designing student assessment Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning	D	*Mr. Schultz uses Math Common Formative Assessments, ensuring assessments are focused on what students are expected to learn *He uses a chapter assessment for social studies class *Some students were expected to create a presentation that applies to what they learned during a group project (competition)
Domain 4: Professional responsibilities		Evidence and Artifacts D
4a Reflecting of teaching Accuracy Use in future teaching	D	*Mr. Schultz provided walk-through forms *He reviews and analyzes data to guide his instruction and instructional practices
4b Maintaining accurate records Student completion of assignments Student progress in learning Non-instructional records	D	*Mr. Schultz logs EasyCBM data *Uses IXL and adjusts instruction based on student results, putting together an action plan (differentiating) *Uses English-Language Arts curriculum (Open Court) system to record student progress
4c Communicating with families Information about the instructional program Information about individual students Engagement of families in the instructional program	D	*Mr. Schultz communicates with parents using Remind *He'll make phone calls related to behavior/discipline issues *He sought parent volunteers for the Mars Rover competition *He attended parent-teacher conferences
4d Participating in a professional community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects	D	*Mr. Schultz is a member of BLT *He participates in building/District PLCs *He attends assigned weeks of MTSS *He attends staff meetings

4e Growing and developing professionally Enhancement of content knowledge & pedagogical skill Receptivity to feedback from colleagues Service to the profession	D	*Mr. Schultz has taken graduate level coursework *He participates in building and grade-level PLCs *He works with a State Reading Coach
4f Demonstrating professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	D	*Mr. Schultz upholds trust with students, parents, and colleagues, ensuring a safe and respectful learning environment *He demonstrates reliability and respect for others' time; he arrives early and stays late at times, ensuring preparedness *He collaborates with his colleagues

Professional Practice Overall Rating: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☒ Distinguished

Domain 5: Growth in Student Achievement - 33% of total

Component 1: Building wide proficiency on State Assessments	Percent of students scoring proficient or above on State assessments: ELA ____ % of students scored proficient or above on State assessment (IRI/ISAT) Math ____ % of students scored proficient or above on State assessment (IRI/ISAT)																														
Component 2: Building wide growth on State Assessments	Based on growth on state assessments (SGP) ELA ____ % of students showing growth on State assessment (IRI/ISAT) Math ____ % of students showing growth on State assessment (ISAT) - Grades 4 - 6																														
Component 3: Building wide proficiency and/or growth on District Writing Assessment, ISAT, or IXL	Language Arts: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Grade Band</th><th style="width: 15%;">Subject</th><th style="width: 15%;">Assessment Tool</th><th style="width: 15%;">2023-2024 Results</th><th style="width: 15%;">2025-2025 Target</th><th style="width: 15%;">2024-2025 Results</th></tr> </thead> <tbody> <tr> <td>K-4</td><td>ELA</td><td>DWA</td><td>78.7%</td><td>TBD</td><td></td></tr> <tr> <td>3-6</td><td>ELA</td><td>ISAT</td><td>45%</td><td>50%</td><td></td></tr> <tr> <td>7-12</td><td>ELA</td><td>IXL</td><td>70%</td><td>70%</td><td></td></tr> </tbody> </table>	Grade Band	Subject	Assessment Tool	2023-2024 Results	2025-2025 Target	2024-2025 Results	K-4	ELA	DWA	78.7%	TBD		3-6	ELA	ISAT	45%	50%		7-12	ELA	IXL	70%	70%							
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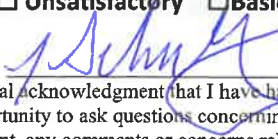
based on Professional Growth Plan	
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Achievement 33% of total

LEVEL	DESCRIPTION
Distinguished	Evidence indicates exceptional student learning gains, including all populations. Well-above expectations.
Proficient	Evidence indicates significant student learning gains, including all populations. Meets expectations.
Basic	Expectations are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below expectations.
Below Basic	Evidence indicates little to no student learning gains. Expectations are not met. Results are well-below expectations.

Achievement Rating: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Overall Rating: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Teacher signature:  Date: 5/7/25 Administrator signature: _____ Date: _____

My signature is a formal acknowledgment that I have had an opportunity to review the above comments during a meeting with the above-noted observer. During the meeting I had an opportunity to ask questions concerning the comments stated, as well as being informed that I had the right to attach, within ten (10) days of my signing of this document, any comments or concerns related to the information supplied by the observer.