**Coach Evaluation Rubric**

**This rubric is intended for use with full-time instructional coaches. This group includes Consulting Teachers, Academic Coaches, CTE Career Integration Specialists, Early Childhood Coaches, and school-based coaches (SBTLs, ATLs, etc) whose principals opt to use this rubric in their evaluations.**

[1c - Coaching for Grade- and Developmentally-Appropriate Instructional Outcomes](#_9ta6ngf7oujd)

[1e - Intellectual Preparation for Debriefs](#_ec5z5bqy4g56)

[2b - Establishing a Culture for Learning](#_e70193z1f3gp)

[2c - Managing Coaching Routines & Procedures](#_qvjgkdy667uz)

[2d - Managing Coaching Relationships](#_vr1r7qefzcml)

[3a - Communicating with Teachers](#_74pqfgwbnodt)

[3b - Using Questioning and Discussion Techniques](#_5h1tyzpobgr6)

[3c - Engaging Teachers in Learning](#_r2b5leoi6m0t)

[4a - Reflecting on Coaching](#_kqo3ygs1o607)

[4c - Communicating with Stakeholders](#_9z9hhxajb6j4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1c - Coaching for Grade- and Developmentally-Appropriate Instructional Outcomes | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * Goals represent low expectations for students & teachers, based on grade-level standards and Danielson. * Goals & action steps are not present.      * The coach does not identify a focus area * Sessions are not designed using one or more of the following resources: Danielson, CCSS, SDP Instructional Guides, Coaching Handbook or best academic practices for the subject. | * Goals represent a mixture of high and low expectations for students & teachers, based on grade-level standards and Danielson. * Goals & action steps are not clear and have not been broken down into manageable and measurable components.      * The coach identifies a focus area that is low-leverage or is unlikely to have an impact on student learning or teacher practice. * Sessions are designed with minimal references to the following resources: Danielson, CCSS, SDP Instructional Guides, Coaching Handbook or best academic practices for the subject. | * Most goals represent high expectations for students & teachers, based on grade-level standards and Danielson. * Most goals & action steps are clear and have been broken down into manageable and measurable components.      * The coach identifies a focus area that will have an impact on student learning or teacher practice, but may not be the highest leverage focus area. * Sessions are designed using one or more of the following resources: Danielson, CCSS, SDP Instructional Guides, Coaching Handbook or best academic practices for the subject. | * All goals represent high expectations for students & teachers, based on grade-level standards and Danielson. * All goals & action steps contain clear criteria, measures of success and have been broken down into manageable components. * The coach identifies a high-leverage focus area that will have a significant impact on student learning or teacher practice. * Sessions are designed using one or more of the following resources: Danielson, CCSS, SDP Instructional Guides, Coaching Handbook or best academic practices for the subject, and prioritize the resources that align best to the focus area. |

|  |  |  |  |
| --- | --- | --- | --- |
| 1e - Intellectual Preparation for Debriefs | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach minimally collects or does not collect data and cannot provide student and teacher progress towards goals and action steps. * Targeted questions are not developed in advance of the coaching session. * No strategies (role-play, co-teach, model, co-plan) are planned for the purpose of transferring and retaining the skill. * The coach does not determine an approach to the coaching session (directive, facilitative, collaborative) in advance. | * The coach intermittently collects data to inform coaching conversations; progress towards goals and action steps is sometimes unclear. * Targeted questions are developed in advance of the coaching session, but are misaligned to the focus area or are too broad or narrow to support teacher reflection. * Strategies (role-play, co-teach, model, co-plan) are planned for the purpose of transferring and retaining the skill, but are misaligned to the focus area. * The coach determines an approach to the coaching session (directive, facilitative, collaborative) that is not informed by the teacher’s skill and may not allow for the teacher to contribute fully. | * The coach regularly collects data to inform coaching conversations and to track student and teacher progress towards goals and action steps. * Targeted questions are developed in advance of the coaching session to support teacher reflection and identification of the focus area. * Strategies (role-play, co-teach, model, co-plan) are planned for the purpose of transferring and retaining the skill, and are aligned to the focus area. * The coach determines an approach to the coaching session (directive, facilitative, collaborative) that considers the teacher’s skill and will allow the coach to include the teacher’s contributions. | * The coach consistently collects data to inform coaching conversations and to track student and teacher progress towards goals and action steps. * Strategic targeted questions are developed in advance of the coaching session to facilitate teacher reflection and skillfully lead the teacher to identify the focus area. * Strategies (role-play, co-teach, model, co-plan) are planned for the purpose of transferring and retaining the skill, and are well-aligned to the focus area. * The coach determines an approach to the coaching session (directive, facilitative, collaborative) that is responsive to the teacher’s skill and will allow the coach to maximize the teacher’s contributions |

|  |  |  |  |
| --- | --- | --- | --- |
| 2b - Establishing a Culture for Learning | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coaching relationship is characterized by a lack of accountability, commitment to growth, trust and respect. * The coach has not created a culture where the teacher asks questions or contributes to the coaching conversation. * The coach’s words or actions demonstrate that they do not believe in the teacher’s ability to grow during the coaching conversation. * The coach does not engage in equity-focused conversations where they would be appropriate (i.e. when bias is impacting instruction). | * The coaching relationship is characterized by little accountability, commitment to growth, trust and respect. * The coach has created a culture where the teacher minimally asks questions or contributes to the coaching conversation. * The coach’s words or actions demonstrate doubt in the teacher’s ability to grow during the coaching conversation. * Where appropriate, the coach engages in equity-focused conversations at a surface level that does not directly address how bias may be impacting instruction, and/or may not create space for teacher reflection. | * The coaching relationship is mostly characterized by accountability, commitment to growth, trust and respect. * The coach has created a culture where the teacher asks questions and shares reactions or responses throughout the coaching conversation. * The coach’s words or actions demonstrate belief in the teacher’s ability to grow during the coaching conversation. * Where appropriate, the coach engages in equity-focused conversations to name how bias may be impacting instruction, and creates space for the teacher to reflect and commit to change. | * The coaching relationship is always characterized by accountability, commitment to growth, trust and respect. * The coach has created a culture of collaboration where the teacher contributes equally to all parts of the coaching conversation. * The coach’s words and actions demonstrate and communicate belief in the teacher’s ability to grow during the coaching conversation. * Where appropriate, the coach skillfully engages in equity-focused conversations in the moment to name how bias may be impacting instruction, and creates space for the teacher to reflect and commit to change. |

|  |  |  |  |
| --- | --- | --- | --- |
| 2c - Managing Coaching Routines & Procedures | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * Much coaching time is lost due to inefficient scheduling and ineffectively matching the coaching interaction with teacher need and school schedule. * Schedules are planned without consideration for what teachers on the caseload need for frequency of coaching. * The coach is not effective in managing time with teachers to accomplish the intended agenda. * There is little evidence that routines are established or followed for documentation, sharing feedback and communicating when necessary outside of coaching visits. | * Some coaching time is lost due to partially efficient scheduling and ineffective matching of the coaching interaction with teacher need and school schedule. * Schedules are planned with minimal consideration for what teachers on the caseload need for frequency of coaching. * Only some of the intended agenda is accomplished due to ineffective time management. * There is some evidence that routines are established or followed for documentation, sharing feedback and communicating when necessary outside of coaching visits. | * There is little loss of coaching time due to the coach engaging in the most high-impact coaching interaction given teacher need and school schedule. * Schedules are planned with consideration of teacher need for frequency of coaching. * The coach effectively manages time with teachers to accomplish most of the intended agenda. * Routines are implemented for documentation, sharing feedback as quickly as possible and communicating when necessary outside of coaching visits. | * Coaching time is maximized by engaging in the most high-impact coaching interaction given teacher need and school schedule. * Schedules are thoughtfully planned in response to teacher need for frequency of coaching and other factors. * The coach effectively manages time with teachers to accomplish the intended agenda. * Routines are implemented for documentation, sharing feedback as quickly as possible and communicating when necessary outside of coaching visits. |

|  |  |  |  |
| --- | --- | --- | --- |
| 2d - Managing Coaching Relationships | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * Coach’s response to the teacher is repressive or disrespectful of the teacher’s dignity. * Coach unsuccessfully adjusts approach (instructive, facilitative, collaborative) to conversation based on teacher responses, which minimizes or eliminates the teacher’s engagement. * Coach demonstrates little to no understanding of building needs, teacher’s level of skill and relationship dynamics. | * Coach’s response to the teacher attempts to be sensitive to individual needs and to respect the teacher’s dignity. * Coach attempts to adjust approach (instructive, facilitative, collaborative) to conversation based on teacher responses, which has a limited impact on the teacher’s engagement. * Coach demonstrates a surface level understanding of building needs, teacher’s level of skill, and relationship dynamics. | * Coach’s response to the teacher is sensitive to individual needs and respects the teacher’s dignity. * Coach adjusts the approach (directive, facilitative, collaborative) to conversation based on teacher responses, which increases the teacher’s engagement. * Coach demonstrates an understanding of building needs, teacher's level of skill, and relationship dynamics. | * Coach’s response to the teacher is sensitive to individual needs and respects the teacher’s dignity. * Coach successfully adjusts approach (directive, facilitative, collaborative) to conversation based on teacher responses, which maximizes the teacher’s engagement. * Coach demonstrates a deep understanding of building needs, teacher’s level of skill, and relationship dynamics. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3a - Communicating with Teachers | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach does not communicate the focus of the conversation to the teacher. * The feedback is vague, verbose and/or not grounded in evidence. * The coach does not adjust pace, tone, and focus in response to the teacher's needs. * Coach does not address the potential impact of goals and action steps. | * The coach does not clearly communicate the focus of the conversation to the teacher. * Feedback is provided for both praise and areas to improve, but may not be concrete, concise, or evidenced-based at times. Or, feedback may only focus on praise or areas to improve, but not both. * The coach attempts to adjust pace, tone, and focus in response to the teacher's needs, but does not have the desired impact (ex. increased focus, practice time, understanding, etc). * Coach mentions the potential impact of goals and action steps, but in vague or surface-level terms. | * The coach clearly communicates the focus of the conversation to the teacher. * Concrete, concise feedback is provided for both praise and areas to improve, with some reference to evidence collected. * During the conversation, the coach adjusts pace, tone, and focus in response to the teacher's needs, which mostly has the desired impact (ex. increased focus, practice time, understanding, etc). * Coach articulates the potential impact of goals and action steps. | * The coach clearly communicates the focus of the conversation and links it to the larger coaching goals for the teacher. * Concrete, concise feedback is provided for both praise and areas to improve, with direct reference to evidence collected for each piece of feedback. * During the conversation, the coach adjusts pace, tone, and focus in response to the teacher's needs, which has the desired impact (ex. increased focus, practice time, understanding, etc). * Coach supports the teacher to articulate the potential impact of goals and action steps. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3b - Using Questioning and Discussion Techniques | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach asks only close-ended questions, which does not prompt teacher reflection or promote learning. * The coach does not provide adequate time for the teacher to respond and/or answer their own questions. * There are few to no targeted questions to prompt teacher reflection. * The talk ratio is not balanced, with the coach speaking for most of the session. | * The coach seldom poses open-ended questions that prompt teacher reflection and promote learning. * The coach inconsistently provides adequate time for the teacher to respond to questions and may start answering questions before providing time for the teacher to respond. * Targeted questions are attempted to prompt teacher reflection on the focus area, but are mostly unsuccessful. * The talk ratio is not balanced, with the coach contributing more than the teacher. | * The coach mostly poses open-ended questions that prompt teacher reflection and promote learning. * The coach provides adequate time for the teacher to respond.      * Targeted questions prompt teacher reflection on the focus area and are mostly successful.      * The talk ratio is mostly balanced. | * The coach consistently poses open-ended questions that prompt teacher reflection and promote learning. * The coach provides strategic wait time for the teacher to respond and resists speaking while waiting for the teacher to respond.      * Targeted questions successfully prompt teacher reflection on the focus area. * The talk ratio in the coaching conversation is balanced or the teacher contributes more than the coach. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3c - Engaging Teachers in Learning | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach does not engage the teacher in practice (co-planning, role-play, rehearsal, co-creating). * Neither the coach or the teacher articulates the impact of the new skill on instruction or student learning. | * The coach engages the teacher in practice (co-planning, role-play, rehearsal, co-creating) at a surface level and/or the practice is misaligned with the focus area. * During practice, the coach provides limited or no feedback and no checks for understanding; the teacher does not demonstrate readiness to implement the skill. * The coach articulates the impact of the new skill on instruction or student learning. | * The coach engages the teacher in practice (co-planning, role-play, rehearsal, co-creating) in order to transfer a skill aligned to the focus area. * During practice, the coach provides some feedback and checks for understanding; the teacher demonstrates readiness to implement the skill, but may need additional practice. * With prompting, the teacher can articulate the impact of the new skill on instruction or student learning. | * The coach engages the teacher in practice (co-planning, role-play, rehearsal, co-creating) in order to transfer a skill aligned to the focus area. * During practice, the coach provides feedback and checks for understanding; the teacher demonstrates readiness to implement the skill independently. * With minimal or no prompting, the teacher can articulate the impact of the new skill on instruction or student learning. |

|  |  |  |  |
| --- | --- | --- | --- |
| 4a - Reflecting on Coaching | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach does not reflect on whether a coaching session was effective or if it achieved intended outcomes. * The coach does not reflect on what is in their locus of control or the highest leverage action step. * The coach does not reflect on or implement techniques from professional development. * The coach is not receptive to coaching and feedback. | * In reflection, the coach has a somewhat inaccurate impression of a coaching session’s effectiveness and the extent to which it achieved intended outcomes. * The coach minimally reflects on what is in their locus of control or the highest leverage action step. * The coach minimally reflects on the techniques from professional development. * The coach is sometimes receptive to receiving coaching and feedback. | * In reflection, the coach makes an accurate assessment of a coaching session’s effectiveness and the extent to which it achieved intended outcomes by citing general references to support the judgment. * The coach reflects on what is in their locus of control or the highest leverage action step. * The coach reflects on and implements recommended techniques from professional development. * The coach is receptive to receiving coaching and feedback. | * In reflection, the coach makes a thoughtful, accurate assessment of a coaching session’s effectiveness and the extent to which it achieved intended outcomes by citing many specific examples. * The coach deeply reflects on what is in their locus of control and the highest leverage action step. * The coach reflects on and proactively implements techniques from professional development. * The coach seeks out coaching and feedback. |

|  |  |  |  |
| --- | --- | --- | --- |
| 4c - Communicating with Stakeholders | | | |
| **Failing** | **Needs Improvement** | **Proficient** | **Distinguished** |
| * The coach rarely provides appropriate, thorough and timely communication to some stakeholders (Rating Officers,Directors, teachers, administrators).      * Coach is not responsive to communication (emails, phone calls) and requests by established deadlines. * The coach’s calendar is not accurate and/or is completed late. Significant schedule changes are not communicated. * Coach’s interactions with stakeholders are not asset-based and professional. | * The coach is sporadic in providing appropriate, thorough and timely communication to some stakeholders (Rating Officers, Directors, teachers, administrators).      * Coach is sometimes responsive to communication (emails, phone calls) and requests by established deadlines. * Coach’s calendar is accurate and sometimes completed on time. Significant schedule changes are sometimes communicated. * Coach’s interactions with stakeholders are inconsistently asset-based & professional. | * The coach consistently communicates with most stakeholders (Rating Officers, Directors, teachers, administrators) in an appropriate, thorough and timely manner. * Coach is responsive to communication (emails, phone calls) and requests by established deadlines. * Coach maintains an accurate calendar that is almost always completed on time and significant schedule changes are mostly communicated. * Coach consistently has asset-based and professional interactions with most stakeholders. | * The coach consistently communicates proactively with all stakeholders (Rating Officers, Directors, teachers, administrators) in an appropriate, thorough and timely manner. * Coach is always responsive to communication (emails,phone calls) and requests by established deadlines. * Coach maintains an accurate calendar that is always completed on time. Significant changes are always communicated. * Coach always has asset-based and professional interactions with all stakeholders. |