

Instructional Coach Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating knowledge of current trends in specialty area and professional development</i>	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional coach demonstrates basic familiarity with specialty area and or trends in professional development.	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as a credible resource by colleagues.
1b: <i>Demonstrating knowledge of the school's or district's goals or improvement plan and levels of teacher skill in delivery that plan</i>	Instructional coach demonstrates little or no knowledge of the school's or districts goals or plan or of the educators' level of skill in implementing that plan.	Instructional coach demonstrates basic knowledge of the school's or district's goals or plan and of the educators' level of skill in implementing that plan.	Instructional coach demonstrates thorough knowledge of the school's or district's goals or plan and of the educators' skill in implementing that plan.	Instructional coach is deeply familiar with the school's or district's goals or plan and works to shape its future direction, and actively seeks information as to the educators' level of skill in implementing that plan.
1c: <i>Establishing goals for the instructional support plan appropriate to the setting and the educators served</i>	Instructional coach has no clear goals for the instructional support plan, or they are inappropriate to either the situation or the needs of the staff.	Instructional coach's goals for the instructional support plan are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach's goals for the instructional support plan are clear and are suitable to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for the instructional support plan are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Domain 1: Planning and Preparation *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: <i>Demonstrating knowledge of resources, both within and beyond the district</i>	Instructional coach demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills and strategies.	Instructional coach demonstrates basic knowledge of resources available in the school and district for educators to advance their skills and strategies.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills and strategies.	Instructional coach actively seeks out new resources from a wide range of sources to enrich educators' skills and strategies in implementing the schools' plan.
1e: <i>Collaboratively developing the instructional support plan integrated with the overall district/school plan</i> <i>*put right under 1c</i>	Instructional coach's support plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional coach's support plan includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's support plan is well designed to support educators in the improvement of their instructional skills, and has been developed following consultation with administrators and educators.	Instructional coach's support plan is highly coherent, and intentionally aligns with the broader goals of the school and district. The plan has been developed in collaboration with administrators and educators.
1f: <i>Developing a plan to evaluate instructional supports</i>	Instructional coach has no plan to evaluate the effects of his/her support or resists suggestions that such an evaluation is important.	Instructional coach has a rudimentary plan to evaluate the effects of his/her support.	Instructional coach has an effective plan to evaluate the effects of his/her support around clear goals.	Instructional coach anticipates sources of evidence that may demonstrate effectiveness and provide a clear path toward improving the support plan on an ongoing basis.

Domain 2: The Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Creating an environment of trust and respect</i>	Instructional coach is unable to build trusting relationships with educators.	Instructional coach is able to build trusting relationships with a limited group of educators.	Instructional coach is seen by most educators as a valuable resource. He/she is beginning to build trusting relationships with a broader array of educators, including more resistant educators.	Instructional coach is seen and pursued as a valuable resource. He/she works effectively with all educators due to specific measures He/she has taken to build trusting and professional relationships.
2b: <i>Establishing a culture for ongoing instructional improvement</i>	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Instructional coach is establishing a culture of professional inquiry.	Instructional coach promotes a culture of professional inquiry in which educators seek assistance in improving their instructional skills.	Instructional coach has established a culture of professional inquiry in which educators initiate new learning connected to school improvement goals.
2c: <i>Establishing clear procedures for educators to gain access to instructional support</i>	Instructional coach has not established clear procedures for educators to access assistance.	Instructional coach has established some procedures for accessing assistance which are clear to educators, whereas others are not.	Instructional coach has established clear procedures for educators to use in gaining access to support, following consultations with administrators and educators.	Instructional coach has established clear procedures (based on consultation with administrators and educators) for educators to access instructional support. Adjustments to procedures are evaluated throughout the year and revised based on needs.
2d: <i>Establishing and maintaining norms of behavior for professional interactions</i>	Instructional coach has not established norms of professional conduct; educators are frequently disrespectful in their interactions with one another.	Instructional coach's efforts to establish norms of professional conduct are partially successful.	Instructional coach has established clear norms of mutual respect for professional interaction.	Instructional coach has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.

Domain 2: The Environment *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e: <i>Organizing physical space for workshops or professional development</i>	Instructional coach makes poor use of the physical environment, resulting in poor access or loss of engagement by some participants, time lost due to transitions or disorganization, or little alignment between the physical arrangement and the workshop activities.	Instructional coach creates a physical environment that does not impede workshop activities.	Instructional coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities, effective transitions, and evidence of organization of materials in advance	Instructional coach makes highly effective use of the physical environment, with educators contributing to the physical arrangement. The use of physical space leads to engagement of all participants and seamless transitions

Domain 3: Instruction/Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Utilizing student data to support teacher reflection and decision-making</i>	Instructional coach is reluctant to draw from student data in one-on-one and small group coaching sessions.	Instructional coach is beginning to discern what data is relevant and to draw on it in one-on-one and small group coaching sessions. Coaching is consistently focused on teaching practice with occasional connections to student learning.	Instructional coach is able to discern what data is relevant and can draw on it in one-on-one and small group coaching sessions. Student learning is beginning to inform coaching conversations. Instructional specialist has developed skills to address other factors, such as implementation of curriculum and classroom routines, in the context of student learning.	Instructional coach regularly uses relevant data in one-on-one and small group coaching sessions. Student learning directly and consistently informs coaching conversations. Instructional specialist seamlessly guides the conversation from student learning to other factors, such as implementation of curriculum and classroom routines.
3b: <i>Facilitating learning with educators</i>	Instructional coach's facilitation is of poor quality or is not appropriate to the needs of the educators being served.	Instructional coach employs a limited set of facilitation processes. One-to-one, small and large group facilitation is not productive on a consistent basis.	Instructional coach is working to expand the repertoire of facilitation techniques used in one-to-one, small and large group sessions. Groups are beginning to function at a more productive level.	Instructional coach understands which facilitation processes to employ at any given time. Instructional specialist is a skilled facilitator and, as a result, one-to-one, small and large groups function in a highly productive manner on a consistent basis.

Domain 3: Instruction/Delivery of Service *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c: <i>Collaborating with educators in the design of instructional units and lessons</i>	Instructional coach declines to collaborate with classroom educators in the design of instructional lessons and units.	Instructional coach collaborates with classroom educators in the design of instructional lessons and units when specifically asked to do so.	Instructional coach invites collaboration with classroom educators and contributes to the design of instructional lessons and units.	Instructional coach invites collaboration with classroom educators and contributes to the design of rigorous instructional lessons and units, and locates applicable resources.
3d: <i>Demonstrating flexibility and responsiveness</i>	Instructional coach adheres to his/her plan, in spite of evidence of its inadequacy.	Instructional coach makes modest changes in the support plan when confronted with evidence of the need for change.	Instructional coach makes revisions to the support plan, when it is needed, in response to data.	Instructional coach is continually seeking ways to improve the support plan and makes changes as needed in response to data.
3e: <i>Sharing expertise with staff</i>	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the educators being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the educators being served.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served.	The quality of the instructional coach's model lessons and workshops is uniformly high and appropriate to the needs of the educators being served. The instructional coach conducts extensive follow-up work with educators.
3f: <i>Locating resources for educators to support instructional improvement</i>	Instructional coach fails to locate resources for instructional improvement for educators, even when specifically requested to do so.	Instructional coach's efforts to locate resources for instructional improvement for educators are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach locates resources for instructional improvement for educators when asked to do so.	Instructional coach is highly proactive in locating resources for instructional improvement for educators, anticipating their needs.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Reflecting on practice</i>	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific adjustments based on his/her reflections.	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely outcomes of each.
4b: <i>Collaborating with other instructional specialists</i>	Instructional coach makes no effort to collaborate with other instructional specialists within the district.	Instructional coach responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional coach initiates efforts to collaborate with other instructional specialists within the district.	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.
4c: <i>Participating in a professional community</i>	Instructional coach's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district initiatives and projects.	Instructional coach's relationships with colleagues are cordial, and the specialist participates in school and district initiatives and projects when specifically requested.	Instructional coach participates actively in school and district initiatives and projects and maintains positive and productive relationships with colleagues.	Instructional coach makes a substantial contribution to school and district initiatives and projects and assumes a leadership role with colleagues.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: <i>Engaging in professional development</i>	Instructional coach does not participate in professional development activities, even when such activities are needed.	Instructional coach's participation in professional development activities is limited to those that are convenient or are required.	Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through a multitude of learning activities.
4e: <i>Pursuing pedagogical and content knowledge for teaching</i>	Instructional coach avoids opportunities to further his/her pedagogical and content knowledge.	Instructional coach is capable and experienced across a limited range of grade levels and/or subject areas. Instructional coach is still gaining experience in the content that is being supported.	Instructional coach has taken specific measures to broaden the range of teaching experience across a range of grade levels and/or subject areas. Instructional coach is currently developing knowledge of the content that is being supported.	Instructional coach has extensive experience in a broad range of grade levels and/or subject areas. Instructional coach continues to broaden his/her experience in order to deepen the current knowledge base.
4f: <i>Showing professionalism, including integrity and confidentiality</i>	Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional coach is honest in interactions with colleagues and respects norms of confidentiality.	Instructional coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
4g: <i>Contributing to School and District Goals</i>	Instructional coach declines to participate or contribute toward school/district goals and initiatives.	Instructional coach intermittently participates and contributes toward school and district goals and initiatives.	Instructional coach consistently participates and contributes toward school/district goals and initiatives.	Instructional coach consistently provides leadership, ideas and expertise that further school/district goals and initiatives.