

**Academic Coach Assessment Rubric – Domain 1
PLANNING AND PREPARATION**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of best practice in effective instruction	Academic coach demonstrates little or no familiarity with effective instruction and best practice.	Academic coach demonstrates basic familiarity with effective instruction and best practice.	Academic coach demonstrates thorough knowledge of effective instruction and best practice.	Academic coach displays extensive knowledge of best practices and effective instruction and <i>actively pursues evidence of the continuing pursuit of such knowledge.</i> Academic coach is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the curriculum and teacher skill in delivering that curriculum	Academic coach demonstrates little or no knowledge of the curriculum or of teacher skill in delivering that curriculum.	Academic coach demonstrates basic knowledge of the curriculum and of teacher skill in delivering that curriculum.	Academic coach demonstrates thorough knowledge of curriculum and of teacher skill in delivering that curriculum.	Academic coach has extensive knowledge of curriculum and works to shape its future direction and actively seeks information as to teacher skill in delivering that curriculum.
1c: Establishing goals for the instructional process appropriate to the setting and the teachers served	Academic coach has no clear goal for the instructional process, or they are inappropriate to either the situation or the needs of the staff.	Academic coach’s goals for the instructional process are basic and are partially suitable to the situation and the needs of the staff.	Academic coach’s goals for the instructional process are clear and are suitable to the situation and the needs of the staff.	Academic coach’s goals for the instructional process are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Academic coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Academic coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Academic coach demonstrates full awareness of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Academic coach actively seeks out a wide range of new resources to enrich teacher’s skills in implementing the curriculum.
1e: Integrating the academic coach’s plan with the overall district curriculum	Academic coach’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Academic coach’s plan has a guiding principle and includes a number of multiple and varied activities, but some are not aligned with the district’s curriculum.	Academic coach’s plan is well designed to support teachers in the improvement of their instructional skills and is consistent with the district’s curriculum.	Academic coach’s plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to reflect upon and monitor the academic coaching process	Academic coach has no plan to reflect upon and monitor evaluate the coaching process or resists suggestions that such an evaluation is important.	Academic coach has a basic plan to reflect upon and monitor the coaching process.	Academic coach’s plan to reflect upon and monitor the coaching process is organized around clear goals and a collection of evidence to indicate the degree to which the goals have been met.	Academic coach reflects upon and monitors the plan with multiple and varied sources of evidence and has a clear path toward improving the coaching process on an ongoing basis.

**Academic Coach Assessment Rubric – Domain 2
THE ENVIRONMENT**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the academic coach, avoiding professional interaction.	Relationships with the academic coach are cordial; with few contacts initiated by the teachers.	Relationships with the academic coach are respectful, with some contacts initiated by teachers.	Relationships with the academic coach are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Academic coach conveys the work of improving instruction is externally mandated and is not important to school improvement.	Academic coach offers support to the teacher for instructional improvement.	Academic coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Academic coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the academic coach.
2c: Establishing clear procedures for teachers to gain access to instructional support	The academic coach has not established clear procedures for gaining access to instructional support.	Some procedures for accessing instructional support are clear.	Academic coach has established clear procedures for teachers to use in gaining access to instructional support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions	Norms of professional conduct are unclear.	The academic coach partially models professional conduct.	Academic coach has established clear norms of mutual respect for professional interaction.	Academic coach models clear norms of mutual respect for professional interaction. Coaches encourage their colleagues to adhere to these standards of conduct.
2e: Organizing physical space for professional development	Academic coach makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and professional development.	The physical environment does not impede professional development.	Academic coach makes good use of the physical environment in planning professional development.	Academic coach makes highly effective use of the physical environment, resulting in engagement of all participants in the professional development.
<u>2a & 2e COMBINED Creating an environment of trust and respect and maintaining norms of professional conduct</u>	<i><u>Teachers are reluctant to request assistance from the academic coach; avoiding professional interaction. Norms of professional conduct are unclear.</u></i>	<i><u>Relationships with the academic coach are cordial, with few contacts initiated by teachers. The academic coach often models professional conduct.</u></i>	<i><u>Relationships with the academic coach are respectful, with some contacts initiated by teachers. Academic coach models clear norms for professional interaction.</u></i>	<i><u>Relationships with the academic coach are highly respectful and trusting, with many contacts initiated by teachers. Academic coach models clear norms of mutual respect in professional interactions.</u></i>

**Academic Coach Assessment Rubric – Domain 3
DELIVERY OF SERVICE**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborating with teachers in the design of instructional units and lessons	Academic coach declines to collaborate with classroom teachers in the design of instructional lessons and units.	Academic coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Academic coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Academic coach initiates collaboration with classroom teachers in the design of instructional lessons and units, encouraging collaboration among teachers.
3b: Engaging teachers in learning new professional development	Academic coach does not provide opportunities for teachers to engage in professional development.	Academic coach provides some opportunity for teachers to engage in professional development.	Academic coach provides opportunities for teachers to engage in professional development, with some teachers implementing new learning.	Academic coach is highly engaged in providing quality professional development. Teachers apply new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Academic coach models lessons and professional development opportunities are provided by academic coach are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the academic coach model lessons and professional development opportunities is mixed, with some lessons being appropriate to the needs of the teachers being served.	The quality of the academic coach’s model lessons and professional development opportunities are consistently high and appropriate to the needs of the teachers being served.	The quality of the academic coach’s model lessons and professional development opportunities are consistently high and appropriate to the needs of the teachers being served. The academic coach offers reflective opportunities, which results in teachers sharing with other staff.
3d: Locating resources for teachers to support instructional improvement	Academic coach fails to locate resources for instructional improvement for teachers.	Academic coach’s efforts to locate requested resources for instructional improvement for teachers are inconsistent.	Academic coach locates resources for instructional improvement for teachers.	Academic coach is proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Academic coach adheres to his/her plan, in spite of evidence of its inadequacy.	Academic coach makes modest changes in the coaching process when evidence indicates the need for change.	Academic coach makes revisions to the coaching process as evidence demonstrates.	Academic coach is continually seeking ways to improve the coaching process and makes changes as needed in response to stakeholders’ input and data.

**Academic Coach Assessment Rubric – Domain 4
PROFESSIONAL RESPONSIBILITIES**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Academic coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Academic 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.	Academic coach’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Academic coach makes some specific suggestions as to how the support program might be improved.	Academic coach’s reflection is highly accurate and perceptive, citing specific examples. Academic coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Accessing and analyzing data, and submitting reports	Academic coach does not follow established procedures for accessing and analyzing data and submitting timely reports.	Academic coach’s efforts to access and analyze data are partially successful and follow established procedures. Reports are sometimes submitted on time.	Academic coach’s data and reports are complete following established procedures. Reports are often submitted on time.	Using data and reports, academic coach anticipates and responds to teacher needs. Reports are always submitted on time.
4c: Coordinating work with other academic coaches	Academic coach makes no effort to collaborate with other academic coaches within the district.	Academic coach responds positively to the efforts of other academic coaches within the district to collaborate.	Academic coach initiates efforts to collaborate with other academic coaches within the district.	Academic coach takes a leadership role in collaborating with other academic coaches within and beyond the district.
4d: Participating in a professional community	Academic coach’s relationships with colleagues are negative or self-serving, and the academic coach avoids being involved in school and district events.	Academic coach’s relationships with colleagues are cordial, and the academic coach participates in school and district events when specifically requested.	Academic coach participates actively in school and district events and maintains positive and productive relationships with colleagues.	Academic coach makes a substantial contribution to school and district events and assumes a leadership role with colleagues.
4e: Engaging in professional development	Academic coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Academic coach’s participation in professional development activities is limited to those that are convenient or are required.	Academic coach seeks out opportunities for professional development based on an individual assessment of need.	Academic coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other academic coaches.
4f: Showing professionalism, including integrity and confidentiality	Academic coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Academic coach is honest in interactions with colleagues and respects norms of confidentiality.	Academic coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Academic 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.