

# Manchester Public Schools

## Professional Educator Performance and Practice Continuum

### Instructional Coaches Performance, Practice, and Professional Growth Standards

#### Planning and Preparation : Coach has knowledge of curriculum, school/district improvement plan and assessment

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
<b><i>Demonstrating knowledge of the school's improvement plan and levels of educator skill in delivering that plan.</i></b>	<ul style="list-style-type: none"> <li>The Instructional Coach demonstrates little or no knowledge of the school's improvement plan including the curriculum area.</li> <li>The Instructional Coach demonstrates little or no knowledge as to educator skill in delivering that plan.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach demonstrates basic knowledge of the school's improvement plan including the curriculum area.</li> <li>The Instructional Coach demonstrates basic knowledge as to educator skill in delivering that plan.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach demonstrates thorough knowledge of the school's improvement plan including the curriculum area.</li> <li>The Instructional Coach demonstrates thorough knowledge as to educator skill in delivering that plan.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach is deeply familiar with the school's improvement plan including the curriculum area.</li> <li>The Instructional Coach works to shape the future direction of the school's improvement plan and actively seeks information as to educator skill within the plan.</li> </ul>
<b><i>Demonstrating knowledge of resources, both within and beyond the school and community.</i></b>	<ul style="list-style-type: none"> <li>The Instructional Coach demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.</li> </ul>	<ul style="list-style-type: none"> <li>The 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.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's improvement plan.</li> </ul>
<b><i>Planning the instructional support program, integrated with the overall school improvement plan.</i></b>	<ul style="list-style-type: none"> <li>The Instructional Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach's plan is well designed to support educators in the improvement of their instructional skills.</li> </ul>	<ul style="list-style-type: none"> <li>The Instructional Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and educators.</li> </ul>

### Delivery of Service : How the coach works with teachers that provides feedback, develops capacity, supports rigor and differentiation

DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
<b><i>Guiding educators through the cycle of continuous improvement in ways that build educator's capacity</i></b>	<ul style="list-style-type: none"> <li>Coach demonstrates limited understanding of the instruction/service delivery improvement needs of educators.</li> </ul>	<ul style="list-style-type: none"> <li>Coach demonstrates a broad sense of instruction/service delivery improvement needs, guiding educators through the cycle of continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Coach demonstrates a solid sense of instruction/service delivery improvement needs, supporting independence regarding the cycle of continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Coach conveys a deep sense of instruction/service delivery improvement needs, cultivating independence regarding the cycle of continuous improvement.</li> </ul>
<b><i>Using a variety of coaching and instruction/service delivery strategies to enable educators to construct meaning and apply new learning.</i></b>	<ul style="list-style-type: none"> <li>Role of coach does not vary. Strategies do not consistently align with learner outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Role of coach varies occasionally, but is not consistently aligned with learner learning outcomes. There is evidence of effective instruction/service delivery strategies but they are implemented with limited success.</li> </ul>	<ul style="list-style-type: none"> <li>Role of coach varies consistently. Effective instruction/service delivery strategies aligned to learning outcomes are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Role of coach varies consistently. Innovative instruction/service delivery strategies are implemented that promote risk-taking and allow educators to exceed expectations of the learning outcomes.</li> </ul>
<b><i>Engaging educators in reflective practice to continuously adjust and improve instruction/service delivery.</i></b>	<ul style="list-style-type: none"> <li>Coach rarely supports educators in reflective practices that hinder their ability to adjust and improve instruction/service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Coach inconsistently supports educators in reflective practices providing general feedback that may or may not enable them to adjust and improve instruction/service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Coach supports educators in reflective practices providing specific feedback that enables them to adjust and improve instruction/service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Coach fosters educators to independently reflect on practices by providing educators actionable feedback that enables them to adjust and improve instruction/service delivery.</li> </ul>

**Environment : Coach promotes engagement, independence, and collaboration through the establishment and maintenance of a positive learning community that motivates educators and students to take academic risks, challenge themselves, and claim ownership of their learning by:**

DOMAIN 3	Ineffective	Developing	Effective	Highly Effective
<b><i>Establishing clear procedures for teachers to gain access to instructional support.</i></b>	<ul style="list-style-type: none"> <li>Coach establishes no procedures for learners to access instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>Coach establishes some procedures for learners to access instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>Coach establishes clear procedures for learners to use and gain access to instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>Coach ensures systematic procedures are in place for learners to use and gain access to instructional support.</li> </ul>
<b><i>Creating a collaborative climate that is responsive to and respectful of the learning needs of all students.</i></b>	<ul style="list-style-type: none"> <li>Coach does not support a learning environment that is respectful of learners' cultural, social and/or developmental differences and/or does not address disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Coach is inconsistent in supporting an environment that is respectful of learners' cultural, social and/or developmental differences where the physical setting may be safe, may be learner-centered, but is not always aligned with the learning task.</li> </ul>	<ul style="list-style-type: none"> <li>Coach consistently supports a learning environment that is respectful of all learners' cultural, social and/or developmental differences where the organization of the physical space is safe, learner-centered and facilitates the learning task.</li> </ul>	<ul style="list-style-type: none"> <li>Coach acknowledges and incorporates learners' cultural, social and developmental diversity to support learning opportunities; development of physical setting is conducive to varying learner and instructional needs.</li> </ul>
<b><i>Establishes a culture for ongoing instructional improvement that promotes engagement in and shared responsibility for the learning.</i></b>	<ul style="list-style-type: none"> <li>Coach conveys the sense that the work of improving instruction is mandated, and is not important to learners' growth or school improvement; little or no investment into the task at hand.</li> </ul>	<ul style="list-style-type: none"> <li>Coach assists learners in improving isolated instructional skills, but has few expectations for continued professional inquiry; compliance to the task is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Coach promotes a culture of professional inquiry in which learners seek assistance in improving their instructional skill; risk-taking within the learning community is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Coach establishes a culture of professional inquiry in which learners initiate projects to be undertaken with the support of the consultant/coach; risk-taking within the learning community is frequently evident.</li> </ul>

**Professionalism : Coaches maximize support for student and adult learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning by:**

DOMAIN 4	Ineffective	Developing	Effective	Highly Effective
<p><b><i>Demonstrating respect and responsible behavior in all communications and interactions with stakeholders of the learning community</i></b></p>	<ul style="list-style-type: none"> <li>Coach exhibits poor communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is not shared in a timely, culturally sensitive and effective manner. Educator does not utilize available communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Coach demonstrates inconsistent communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is inconsistently available and use of available communication technology is not used on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Coach consistently communicates with stakeholders regarding instructional programs and student progress. Information to stakeholders is conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Coach is proactive and consistent with communication regarding student progress conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology. Educator integrates new technology to more effectively communicate with teachers.</li> </ul>
<p><b><i>Participating in learning opportunities to enhance skills related to teaching and meeting the needs of all students.</i></b></p>	<ul style="list-style-type: none"> <li>Coach engages in little or no professional learning to improve instructional practices to impact learner growth.</li> </ul>	<ul style="list-style-type: none"> <li>Coach inconsistently participates in, facilitates, or implements new learning from district professional development; therefore there are limited improvements in instructional quality.</li> </ul>	<ul style="list-style-type: none"> <li>Coach participates in, facilitates, and implements new learning from district professional development, educator's instructional capacity continues to grow and learner needs are met at high levels.</li> </ul>	<ul style="list-style-type: none"> <li>Coach regularly assists in planning and/or leading professional development at the district level. Educator's instructional capacity/performance is exemplary; all learners make noticeable gains in their performance.</li> </ul>
<p><b><i>Demonstrating behaviors as defined in the Code of Professional Responsibility for Educators.</i></b></p>	<ul style="list-style-type: none"> <li>Coach does not welcome feedback from evaluators and appropriate adjustments to practice are not made.</li> </ul>	<ul style="list-style-type: none"> <li>Coach accepts feedback from evaluators and adjustments are made to improve instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Coach welcomes timely feedback and adjustments are made to improve instructional practice. Shares responsibility for grade-level and school wide activities during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Coach welcomes and invites feedback from peers, evaluators, and students. Peers may also solicit feedback from this educator to improve their practice. Coach is a leader of the community during and after the school day.</li> </ul>