

## Domain 1: Planning and Preparation

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b>1a: Demonstrates knowledge of current educational best practices and professional development</b>	Instructional coach's knowledge of best practice and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.	Instructional coach demonstrates thorough knowledge of best practices and/or trends in professional development.	Instructional coach demonstrates general familiarity with best practices and/or trends in professional development.	Instructional coach demonstrates little or no familiarity with best practices and/or trends in professional development.
<b>1b: Demonstrates knowledge of the school's core program(s) and levels of teacher skill in delivering that program</b>	Instructional coach is deeply familiar with the school's core program(s), works to shape its future direction, and actively seeks information as to teacher skill in that program.	Instructional coach demonstrates thorough knowledge of the school's core program(s), or of teacher skill in delivering the program.	Instructional coach demonstrates general knowledge of the school's core program(s), or of teacher skill in delivering that instructional program.	Instructional coach demonstrates little or no knowledge of the school's core program(s), or of teacher skill in delivering that program.
<b>1c: Establishes goals for supporting the instructional program that are based on student achievement data and appropriate to the setting and the teachers served</b>	Instructional coach's goals for supporting the instructional program are highly appropriate to the situation, based on student achievement data, and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Instructional coach's goals for supporting the instructional program are clear, based on student achievement data, and are suitable to the situation and the needs of the staff.	Instructional coach's goals for supporting the instructional program are rudimentary, and are partially based on student achievement data and partially suitable to the situation and the needs of the staff.	Instructional coach has no clear goals for supporting the instructional program, or they are not based on student achievement data, and are inappropriate to either the situation or the needs of the staff.
<b>1d: Demonstrates knowledge of resources, both within and beyond the school and district</b>	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's instructional program.	Instructional coach is fully aware of resources available in the school or district and in the larger professional community for teachers to advance their skill.	Instructional coach demonstrates general knowledge of resources available in the school or district for teachers to advance their skill.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skill.
<b>1e: Plans to support the instructional program are integrated with the overall school program</b>	Instructional coach's plan for support is highly coherent, taking into account the competing demands of making presentations and consulting with teachers and has been developed collaboratively with administrators, teachers, and other stakeholders.	Instructional coach's plan for support is coherent and well designed to support the instructional program and the needs of specific teachers. The plan for support has been developed following consultation with administrators and teachers.	Instructional coach's plan for support includes a number of worthwhile activities, but some are not aligned with the instructional program or the needs of the school.	Instructional coach has no plan to support program or plan consists of a random collection of unrelated activities with no connection to the instructional program or the needs of the school.
<b>1f: Develops a plan to monitor the implementation of the instructional program</b>	Instructional coach's plan to monitor is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.	Instructional coach's plan to monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach has a rudimentary plan to monitor the instructional program.	Instructional coach has no plan to monitor the program.

Domain 2: The Learning Environment

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b>2a: Creates an environment of trust and respect</b>	Relationships between the teachers and the instructional coach are highly respectful and trusting, with many contacts initiated by teachers. Teachers collaborate with the coach to improve and evaluate established initiatives.	Relationships between the teachers and the instructional coach are respectful, with some contacts initiated by teachers. Teachers adopt and implement the established initiatives.	Relationships between the teachers and the instructional coach are cordial, with few contacts initiated by teachers. Some teachers don't resist initiatives established by the instructional coach.	Teachers resist the initiatives established by the coach and are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency.
<b>2b: Establishes a culture for ongoing instructional improvement</b>	Instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	Instructional coach is available to assist teachers in improving isolated instructional skills but has few expectations for continued professional inquiry.	Instructional coach conveys the sense that the work of improving instruction is externally mandated, and is not important to student learning or to school improvement.
<b>2c: Establishes clear procedures for teachers to gain access to instructional support</b>	Procedures for access to instructional support are clear to all teachers, and have been developed following consultation with administrators and teachers.	Instructional coach has established clear procedures for teachers to use in gaining access to support.	Some procedures, for example registering for workshops, have been established and are clear to teachers, whereas others, for example, for informal support, are not.	No procedures exist for teachers to access support from the instructional coach.
<b>2d: Establishes and maintains norms of behavior for professional interactions</b>	Instructional coach consistently encourages and reinforces clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional coach has established and consistently models clear norms of mutual respect for professional interaction.	Instructional coach's efforts to establish and model norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. Instructional coach does not model positive professional conduct.

### Domain 3: Delivery of Service and Support

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b><i>3a: Collaborates with teachers in the design and planning of instructional units and lessons</i></b>	Instructional coach initiates collaboration with classroom teachers in the design and planning of instructional lessons and units, using a variety of resources, and gradually releasing responsibility of effective planning to teachers.	Instructional coach initiates collaboration with classroom teachers in the design and planning of instructional lessons and units using a variety of resources.	Instructional coach collaborates with classroom teachers in the design and planning of instructional lessons and units when specifically asked to do so.	Instructional coach consistently is not available or declines to collaborate with classroom teachers in the design and planning of instructional lessons and units.
<b><i>3b: Engages teachers in learning new instructional skills</i></b>	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional coach's efforts to engage teachers in relevant professional learning are partially successful, with some participating.	Instructional coach makes little to no effort to engage teachers in relevant professional learning.
<b><i>3c: Observes and provides relevant feedback to teachers</i></b>	Instructional coach regularly observes teachers and provides specific feedback based on the instructional program and specific needs of students in the class. Feedback encourages and supports teacher development and includes a written plan for follow-up and next steps.	Instructional coach frequently observes teachers and provides specific feedback based on the instructional program. Feedback encourages teacher development and includes a plan for follow-up.	Instructional coach occasionally observes teachers but provides little feedback that is specific and based on the goals and expectations of the instructional program. Feedback does not facilitate teacher development.	Instructional coach declines to observe and does not provide feedback to classroom teachers.
<b><i>3d: Provides side-by-side coaching in a classroom setting</i></b>	Instructional coach regularly collaborates with the classroom teacher to plan instruction that allows a seamless delivery. Coach and teacher work alongside one another with the coach supporting the teacher as needed throughout the lesson.	Instructional coach frequently collaborates with the classroom teacher to plan instruction and consistently steps in to support teacher at strategic points throughout lesson based on teacher need.	Instructional coach occasionally works side-by-side in the classroom, stepping in during the lesson at difficulty, but misses some opportunities to demonstrate effective practices for the teacher.	Instructional coach declines to work in the classroom with teachers in a side-by-side coaching role.
<b><i>3e: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups</i></b>	The quality of the instructional coach's model lessons and workshops is uniformly high, appropriate to the needs of the teachers and includes extensive follow-up work with teachers. The variety of learning opportunities meets the interests and needs of teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high, and appropriate to the needs of the teachers being served. There is some variety in learning opportunities to meet the interests and needs of teachers.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional coach's model lessons and workshops are of poor quality, or are not appropriate to the needs of the teachers being served.

Domain 3: Delivery of Service and Support, cont.

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b><i>3f: Locates resources for teachers to support instructional improvement</i></b>	Instructional coach is highly proactive in locating appropriate resources for instructional improvement for teachers, anticipating their needs.	Instructional coach locates appropriate resources for instructional improvement for teachers when asked to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what's available.	Instructional coach is not knowledgeable of resources and/or fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
<b><i>3g: Demonstrates flexibility and responsiveness</i></b>	Instructional coach is continually seeking ways to improve the plan for support, and makes changes as needed based on evidence provided by students, parents, or teachers.	Instructional coach makes timely revisions to the plan for support based on evidence.	Instructional coach makes modest changes in the plan for support when confronted with evidence of the need for change.	Instructional coach adheres to his or her, plan for support in spite of evidence of inadequacy.

## Domain 4: Professional Responsibilities

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b><i>4a: Reflects on practice</i></b>	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 consequence of each.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	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 does not reflect on practice, or the reflections are inaccurate or self-serving.
<b><i>4b: Establishes and maintains reports and records</i></b>	Instructional coach anticipates and responds to teacher needs when preparing reports and records, following established procedures, and suggesting improvements to those procedures. Reports are always submitted on time. Reports meet all expectations as required by state and federal programs.	Instructional coach's records and reports are complete, following established procedures. Reports are always submitted on time. Reports meet all expectations as required by state and federal programs.	Instructional coach's efforts to establish and maintain records and reports are partially successful, following established procedures. Reports are usually submitted on time. Reports meet all expectations as required by state and federal programs.	Instructional coach does not follow procedures for establishing and maintaining reports and records. Reports are routinely late. Reports do not meet all expectations as required by state and federal programs.
<b><i>4c: Coordinates work with other instructional personnel</i></b>	Instructional coach takes a leadership role in coordinating projects with other instructional personnel within and beyond the school and district.	Instructional coach initiates efforts to collaborate with other instructional personnel within the school and district.	Instructional coach responds positively to the efforts of other instructional personnel within the school and district to collaborate.	Instructional coach works in isolation, making no effort to collaborate with other instructional personnel within the school or district.
<b><i>4d: Participates in a professional community</i></b>	Instructional coach assumes leadership roles with colleagues and uses influence to promote collegiality and a productive learning culture. Instructional coach makes a substantial contribution to school and district events and projects.	Instructional coach maintains positive and productive relationships with colleagues and actively participates in school and district events and projects.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.
<b><i>4e: Engages in professional development</i></b>	Instructional coach actively pursues professional development opportunities, and makes a substantial	Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach's participation in professional development activities is	Instructional coach does not participate in professional development activities, even when such activities are clearly

	contribution to the profession through such activities as participating in state or national conferences.		limited to those that are convenient or are required.	needed for the enhancement of skill.
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Domain 4: Professional Responsibilities, cont.

Dimension	Distinguished	Proficient	Developing	Improvement Needed
<b>4f: Maintains confidentiality</b>	Instructional coach institutes and/or consistently follows practices intended to safeguard confidential student, teacher, campus, district, and other data of a sensitive nature and coaches others in doing the same.	Instructional coach follows practices intended to safeguard confidential student, teacher, campus, district, and/or other data of a sensitive nature.	Instructional coach makes reasonable attempts to adhere to practices that safeguard the confidentiality of specific student, teacher, campus, district, and/or other data of a sensitive nature.	Instructional coach does not adhere to practices that safeguard the confidentiality of specific student, teacher, campus, district, and/or other data of a sensitive nature.
<b>4g: Demonstrates professionalism by advocating for students</b>	Instructional coach consistently exhibits a strong sense of professionalism; assumes a leadership role in ensuring that school and division practices serve all students, parents, and families at the highest level possible.	Instructional coach has a strong sense of professionalism, continually working with other staff members to ensure that students, parents, and families are well served by the school and the division.	Instructional coach's sense of professionalism is inconsistent. Attempts to serve students are based on best information, are genuine, but are unpredictable.	Instructional coach's sense of professionalism is low. Instructional coach contributes to practices which are self-serving and harmful to students.
<b>4h: Meets with administrators on the status and implementation of instructional program</b>	Instructional coach seeks opportunities to meet and regularly meets with administrators to share specific issues that relate to the status and implementation of instructional program. Meetings include specific recommendations based on student achievement data and classroom observations. Short and long range plans for ensuring consistent and successful implementation are developed and shared.	Instructional coach frequently meets with administrators to share specific issues that relate to the status and implementation of instructional program. Meetings include recommendations for ensuring consistent and successful implementation.	Instructional coach makes reasonable attempts to meet with administrators about the status and implementation of instructional program. Communications provide limited information on the implementation of instructional program.	Instructional coach declines to meet with administrators about the status and implementation of instructional program. Instructional coach provides little or no information on the implementation of instructional program.

## Accountability Ratings by Domain

CRITERIA	Distinguished (x5)	Proficient (x3)	Developing (x1)	Improvement Needed (x0)		
Domain 1: Planning and Preparation					<b>Total</b> 25 – 30 Distinguished 15 – 24 Proficient 05 – 14 Developing 00 – 04 Improvement Needed	
<i>1a: Demonstrates knowledge of current educational best practices and professional development</i>						
<i>1b: Demonstrates knowledge of the school’s core program(s) and levels of teacher skill in delivering that program</i>						
<i>1c: Establishes goals for supporting the instructional program that are based on student achievement data and appropriate to the setting and the teachers served</i>						
<i>1d: Demonstrates knowledge of resources, both within and beyond the school and district</i>						
<i>1e: Plans to support the instructional program are integrated with the overall school program</i>						
<i>1f: Develops a plan to monitor the implementation of the instructional program</i>						
Sub Total:						<b>Total Domain Rating:</b>

Comments:

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CRITERIA	Distinguished (x5)	Proficient (x3)	Developing (x1)	Improvement Needed (x0)		
Domain 2: The Learning Environment					<b>Total</b> 16 – 20 Distinguished 09 – 15 Proficient 03 – 08 Developing 00 – 02 Improvement Needed	
<i>2a: Creates an environment of trust and respect</i>						
<i>2b: Establishes a culture for ongoing instructional improvement</i>						
<i>2c: Establishes clear procedures for teachers to gain access to instructional support</i>						
<i>2d: Establishes and maintains norms of behavior for professional interactions</i>						
Sub Total:						<b>Total Domain Rating:</b>

Comments:

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CRITERIA	Distinguished	Proficient	Developing	Improvement Needed		
Domain 3: Delivery of Service and Support	(x5)	(x3)	(x1)	(x0)	<b>Total</b> 30 – 35 Distinguished 18 – 29 Proficient 06 – 17 Developing 00 – 05 Improvement Needed	
<i>3a: Collaborates with teachers in the design and planning of instructional units and lessons</i>						
<i>3b: Engages teachers in learning new instructional skills</i>						
<i>3c: Observes and provides relevant feedback to teachers</i>						
<i>3d: Provides side-by-side coaching in a classroom setting</i>						
<i>3e: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups</i>						
<i>3f: Locates resources for teachers to support instructional improvement</i>						
<i>3g: Demonstrates flexibility and responsiveness</i>						
Sub Total:					<b>Total Domain Rating:</b>	

Comments:

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CRITERIA	Distinguished	Proficient	Developing	Improvement Needed		
Domain 4: Professional Responsibilities	(x5)	(x3)	(x1)	(x0)	<b>Total</b> 35 – 40 Distinguished 21 – 34 Proficient 07 – 20 Developing 00 – 06 Improvement Needed	
<i>4a: Reflects on practice</i>						
<i>4b: Establishes and maintains reports and records</i>						
<i>4c: Coordinates work with other instructional personnel</i>						
<i>4d: Participates in a professional community</i>						
<i>4e: Engages in professional development</i>						
<i>4f: Maintains confidentiality</i>						
<i>4g: Demonstrates professionalism by advocating for students</i>						
<i>4h: Meets with administrators on the status and implementation of instructional program</i>						
Sub Total:					<b>Total Domain Rating:</b>	

Comments:

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**RECOMMENDATION OF APPRAISER:**

Renewal and/or Extension of Contract  
 Non-renewal of Contract

Termination of Contract  
 Non-extension of Contract

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Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Teaching and Learning Signature

\_\_\_\_\_  
Date

I have read and received a copy of this appraisal. My appraiser and I have discussed this annual appraisal.

\_\_\_\_\_  
Instructional Coach's Signature

\_\_\_\_\_  
Date