TLE Evaluation Rubric
Instructional Coach
2026-2027

Domain/Relative Weight	*Dimension*		*Page*
Organization and Management 30%	1.	Preparation	2
	2.	Building-wide Climate Responsibilities	3
	3.	Work Area Environment	3
	4.	Record Keeping and Data Assessment	4
Instructional Effectiveness 30%	5.	Establishes and Facilitates PLCs	5
	6.	Job-Embedded Professional Development	6
	7.	Support of District Initiatives	7
Professional Growth & Continuous Improvement 10%	8.	Growing and Developing Professionally	8
	9.	Exhibits Professional Behaviors and Efficiencies	9
Interpersonal Skills 15%	10.	Effective Interactions / Communication	10
Leadership 15%	11.	Leadership Involvements	11

1	Domain: **Organization and Management**	Dimension: **Preparation**

Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for assistance/ support/professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/resources needed for training/meeting are prepared and available.	Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available. Provides follow up materials/ resources as needed.
Does not create staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
Provides random staff development opportunities.	Inconsistently matches staff development opportunities to staff's professional development needs.	Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data and the WISE plan; adapts professional development in response to staff input.

2 Domain: **Organization and Management** Dimension: **Building Wide Climate Responsibilities**

Staff Development Teacher contributes to building-wide positive climate.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Inconsistently participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school and ensures teachers receive ongoing support.
Does not follow the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Routinely follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.

3 Domain: **Organization and Management** Dimension: **Work Area Environment**

Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Work area is not organized. The area is cluttered, not clean or safe. Traffic flow is poor and meeting opportunities are limited.	Work area is somewhat organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for efficacy and providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.
No materials, resources, and information are available.	Minimal materials, resources, and information are available.	Materials, resources, and information are available.	Materials, resources, and information are available and organized.	Materials, resources and research-based information are organized, available and accessible to teachers.

4	Domain: **Organization and Management** Dimension: **Record Keeping and Data Assessment** **Staff Development Teacher generates and maintains accurate records and analyzes data.**			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not collect, manage, or analyze data.	Collects, manages, and analyzes some school data.	Establishes a process for collecting, managing, and analyzing school data.	Establishes a process for collecting, managing, and analyzing school data to guide professional development.	Establishes a process for collecting, managing, and analyzing school data to guide professional development and routinely monitors and adjusts according to staff needs.
Does not plan professional development.	Plans professional development.	Uses appropriate school data from assessments to guide professional development.	Uses appropriate school data to identify and prioritize the areas of need for professional development.	Analyzes multiple data sources to identify and prioritize the areas of need for professional development based on the WISE plan.

5 Domain: **Instructional Effectiveness** Dimension: **Establishes and Facilitates PLCs**

Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Creates an environment in which risk-taking is discouraged and does not know or use the strengths, skills and the knowledge of the school staff as resources for each other and discourages collaboration.	Creates an environment where professional staff works collaboratively on an inconsistent basis and are hesitant to take intellectual risks.	Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.	Promotes a non-threatening environment in which professional staff feels comfortable taking intellectual risks and sharing ideas at PLCs.	Fosters a professional climate promoting openness, collaboration, mutual respect, support and analysis in support of student learning and well-being and encourages and provides opportunities for professional staff to present in PLCs.
Does not encourage PLC members to focus on learning based on student data.	Inconsistently uses data in PLCs.	Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.	Assists professional staff, using PLCs, to collaborate on their learning objectives using student data.	Professional staff will work collaboratively using student data to inform their teaching with the facilitation and input of the SDT.
Plans staff development opportunities with no regard for staff needs or input. Does not use administrative input.	Plans staff development with minimal input from professional staff or administration.	Creates staff development opportunities for small or large groups with input from staff and administration.	Using professional staff and administrative input, creates a variety of professional development opportunities for small or large groups.	Using input from professional staff and administration creates a variety of professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.

6 Domain: **Instructional Effectiveness** Dimension: **Job-Embedded Professional Development**

Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not provide instructional strategies.	Provides vague instructional strategies.	Provides instructional strategies.	Provides clear instructional strategies that support professional staff.	Provides clear explanations of research-based instructional strategies supporting professional staff as they implement them.
Does not use coaching.	Minimally uses coaching strategies.	Uses coaching strategies to provide instructional support to professional staff.	Coaching strategies are used on a regular basis to inform teaching.	Uses differentiated coaching strategies to provide instructional support to staff.
Does not support vertical or horizontal articulation of curriculum.	Inconsistently supports vertical and horizontal articulation efforts.	Supports vertical and horizontal articulation efforts.	Supports vertical and horizontal articulation across content areas and grade configurations.	Supports and facilitates vertical and horizontal articulation across content areas and grade level configurations.
Does not support professional staff in developing and implementing instructional strategies.	Minimally supports professional staff in developing and implementing instructional strategies.	Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.	Supports professional staff in developing, implementing, and adjusting instructional strategies aligned with learning objectives.	Supports and facilitates professional staff in developing, implementing, and adjusting instructional strategies aligned with CCSS learning objectives that promote student success.
Does not support or assist professional staff in using assessments.	Minimally assists professional staff in using assessments.	Assists professional staff in using formal and informal assessment formats to modify instruction.	Assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.	Assists professional staff in using and creating a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.
Does not use student data to inform instruction with professional staff.	Minimally uses student data to inform instruction with professional staff.	Regularly uses student data to inform instruction with professional staff.	Uses student data to inform instructional strategies and assessments that support professional development and growth of professional staff.	Uses student data to differentiate instructional strategies and assessments that support professional development and growth of professional staff.

7	Domain: **Instructional Effectiveness**	Dimension: **Support of District Initiatives**		
	Staff Development Teacher supports District Initiatives.			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not demonstrate commitment to the TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities.	Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff based on input aimed at student achievement.
Does not support the goals of the WISE plan with professional development.	Inconsistently uses the WISE Plan to support professional development.	Supports the goals of the WISE plan with professional development.	Supports the goals of the WISE plan with job-embedded professional development.	Supports the goals of the WISE plan with differentiated job-embedded professional development.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

8 Domain: **Professional Growth and Continuous Improvement**

Dimension: **Growing and Developing Professionally**

Staff Development Teacher uses professional growth as an improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	Participates in the required hours of professional development updating their content knowledge and current professional practice.	Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the Staff Development Teacher makes a substantial contribution to the profession through activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as "models" may include newsletters, informational resources for teachers, etc.
			Reflects on own strengths and weaknesses.	Reflects on own strengths and weaknesses and modifies professional activities accordingly.
		Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.	Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc.	Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.

9	Domain: **Professional Growth and Continuous Improvement** Dimension: **Exhibits Professional Behaviors and Efficiencies** **Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.**			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3- Effective.	Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.
Does not manage his/her own schedule to make efficient use of time.	Inconsistently manages his/her own schedule to make efficient use of time.	Manages his/her own schedule to make efficient use of time.	Manages his/her own schedule proactively to make efficient/flexible use of time.	Manages his/her own schedule both proactively and in response to the needs of professional staff.
Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).	Inconsistently meets professional obligations in (paper work, reports, and responses to requests for information in an untimely manner).	Meets professional obligations (submits paper work, reports, and responses to requests for information).	Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).	Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).

10	Domain: **Interpersonal Skills**	Dimension: **Effective Interactions/ Communications**		
	Staff Development Teacher promotes a collaborative work environment.			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Provides minimal or no information to professional staff and makes no attempt to engage them in Professional Learning Community (PLC) and professional development opportunities.	Appears to be inconsistent and inaccurate in providing information to professional staff and engaging them in Professional Learning Community (PLC) and professional development opportunities.	Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.	Communicates frequently and sensitively with professional staff and engages them in PLC and professional development opportunities.	Communicates consistently and sensitively with professional staff and uses diverse methods to engage them in PLC and professional development opportunities.
Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.	Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.	Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.	Interacts with professional staff and administration in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.	Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages professional staff inquiries and responds in a timely and articulate manner.
Makes decisions based on self-serving interests. Never consults other staff or team members.	Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.	Works collaboratively with faculty and staff, soliciting input and acting on that input to plan professional development and to establish a professional learning community with a sense of teacher ownership.

11 Domain: **Leadership** Dimension: **Leadership Involvements**

Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events.	Participates in school events when asked.	Volunteers to participate in school events making a substantial contribution.	Volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.
	Avoids becoming involved in school and district projects.	Participates in school and district projects when asked.	Volunteers to participate in school and district projects making a substantial contribution.	Volunteers to participate in school and district projects making a substantial contribution/ and taking on a leadership role.
	Makes no effort to share knowledge with others or to assume professional responsibilities.	Finds ways to contribute to the professional and follows through.	Participates actively in assisting other educators.	Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.
	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Provides professional staff the knowledge and resources needed to work within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.	Makes a particular effort to challenge negative attitudes and helps ensure that all professional staff is respected in the school.