PERFORMANCE-BASED COACH EVALUATION

"Enhancing teacher practice to educate our future"

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION

ST. LOUIS PUBLIC SCHOOLS
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St. Louis Public Schools Coach Evaluation (PBCE)

Self-Assessment

Coach _____ Employee ID _____

Self Evaluation Completion _____ _____ _____ _____

DIRECTIONS: This self-assessment instrument should be used by the coach after professional development in the use of this tool has occurred. The instrument is based on five domains: Planning and Preparation, Learning Environments, Learning Experiences, Principled Teaching, and Student Growth and is aligned with Danielson's *Framework for Teaching* (2022). Within those standards, there are 20 carefully selected components along with 54 elements of success for effective performance. These components are based on current research-based best practices and provide a structure for professional growth efforts and the ongoing work of schools and professional development of staff. This assessment provides a detailed set of observable characteristics that staff can use to gather ongoing information that contributes to effective school performance. This tool will serve as a guide to professional growth and development as they translate into a set of performance expectations for highly effective schools to transform practice. There are four performance ratings: Unsatisfactory, Basic, Proficient, and Distinguished. As you self-assess your performance as a classroom coach, note that this is a living document. This guide should serve as a means to examine growth and development over time. While this document is to be completed independently, educators will glean the value of collaborative conversations as they relate to the School Improvement Plan and the building of a reflective learning community.

PHILOSOPHY: A performance-based coach evaluation system is critical to improving teaching, thus improving teacher knowledge and performance. It supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

STATUTORY AUTHORITY FOR PERFORMANCE-BASED EVALUATION: Following is the text of the statute that requires Missouri school districts to implement a performance-based coach evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Coach records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each coach employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the coach's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the coach and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)

St. Louis Public Schools Coach Evaluation (PBCE)

GUIDING PRINCIPLES: The following principles guide the developmental growth of coaches in a collaborative process of reflection:

- The Performance-Based Coach Evaluation Model includes processes that address professional development and coach evaluation. Professional development supports the coach in improving performance on an ongoing basis while the coach evaluation serves organizational decision-making.
- Proficient or distinguished is the performance standard expected of all coaches. Those who are working below the proficient level of performance on any component/element of success as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- Adequate time and opportunity will be provided for coaches to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- Evaluation components/elements of success address both teachers and coaches. These component/elements of success have been established to reflect the professional standards, current research, student performance, teacher performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- The process of coach evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating coach professional development.
- The system will provide for a connection among the evaluation components/elements of success, student performance, teacher performance, professional development, school building goals, and the district's strategic plan.
- Sufficient orientation will be provided to train coaches in the district's evaluation and professional growth process. District-level meetings will be held to train coaches properly in the evaluation model.
- All coaches will develop and maintain a personal document file related to the identified evaluation component/element of success.
- All coaches will have an Individual Professional Development Plan (IPDP). The Individual Professional Development Plan will vary based on the proficiency of the coach as determined by the administrator/supervisor.
- As coaches develop their IPDPs, close attention should be paid to the requirements for state certification.
- The St. Louis Public Schools Professional Development Office and building-level professional development will serve as a resource to provide coaches with professional opportunities related to their individual IPDP.

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GLOSSARY

Action Research	A process in which the coach plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The person authorized to implement the evaluation process (administrator, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the coach but may be collected from other sources and are kept in the document file.
Coach Evaluation	The process of collecting data and making professional judgments about the performance and development of coaches and for the purpose of personnel decision-making.
Coach Evaluation Report	Report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating coaches. The report has two major sections: Summative Evaluation and Feedback/Documentation.
Components	The items used to evaluate the coach's performance. The components describe the behavior of the students and coach or the skill of the coach related to effective performance.
CSIP	Comprehensive School Improvement Plan.
Elements of Success	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular component.
Document file	A coach's collection of data illustrating personal performance, development, and involvement in professional activities that reflect components/elements of success, building goals and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor to collect data on the AIC. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Individual Professional Development Plan	A plan required by law that is tied to the district and school improvement plan.
Lesson Reflection Sheet	Form which will be completed by the coach following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document components/elements of success.
Mentor	The experienced coach who is assigned to guide and support a first- or second-year coach in the district.
Observation/Conversation	The Coach Evaluation Report indicates which performance components/elements of success require the data be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the coach, students, parents, staff, community, etc. Information is documented on the Supplemental Feedback Form.
Peer Coach	A coach who collaborates with another coach for mutual support and instructional improvement.
Performance Improvement Plan	A collaborative plan written between observer and coach that guides the specific needs of that coach as evidenced by the observations. A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PIPs will be categorized as enrichment, progressing, or noted for development. If the coach is not performing at a proficient level or above on all components/elements of success, the PIP will indicate they are progressing toward proficiency or are noted for development.
Planned Data	Data regarding a coach related to a specific components/elements of success and collected by the administrator/supervisor.

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Post-observation Conference	A conference between the administrator/supervisor and the coach about AIC data collected during an observation and other data submitted by the coach. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Coach Evaluation Report to share at the conference.
Pre-observation Conference	The interactive meeting between administrator/supervisor and coach during which the coach's observation is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-observation Form will be completed by the coach prior to the conference.
Professional Development	Process designed to help coaches improve on an ongoing basis.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the coach evaluation.
Scoring Guide	Descriptions of performance levels which define levels of proficiency.
Secondary Core Curriculum	The four-core area curriculum for grades 9-12 that includes a year-at-a-glance overview of class structure and pacing; scope and sequence that detail which state standards are addressed and daily lesson plans that include essential questions, suggested warm-up activities, instructional objectives, ideas about assessment, and homework assignments.
Summative Evaluation	The section of the Coach Evaluation Report used to summarize the administrator's /supervisor's rating of performance for each components/elements of success at the end of the coach evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Supplemental Feedback Form	A form used when documenting only one or two components/elements of success.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the coach evaluation.
Unplanned Data	Unsolicited data regarding a coach related to specific components/elements of success and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance components/elements of success. The Coach Evaluation Report indicates the components/elements of success for which the coach must provide written documents.

St. Louis Public Schools Coach Evaluation (PBCE)

Evaluation Timeline

Formal Evaluation	Regardless of tenure status, all coaches are evaluated during their first two years in the position. Following two years of proficient evaluations, coaches are evaluated every third year. Coaches may be evaluated at any time when performance falls below proficient. The building principal and Director of Academic Instructional Coaches will collaborate to determine whether an off-cycle evaluation is appropriate.
Scheduled Observation	**1**
Unscheduled Observation	**2**
Drop-In Observation	**ADMINISTRATOR DISCRETION**
IPDP Development	**Yes**
Document File	**Yes**
Administrator and Coach Meet	Coach, Director of Academic Instructional Coaches, and Principal meet to discuss management of document file, PIP and IPDP as it relates to performance, school improvement, and strategic plan early in the school year.
Administrator Observes Coach	Director of Academic Instructional Coaches observes coaching cycle, professional development session, or PLC/Data Team with pre- and post-observation conferencing as appropriate.
Data Collection	Coach, Director of Academic Instructional Coaches, and Principal collect data throughout the year. Data for evaluation purposes must be available by dates established by evaluator.
Summative Evaluation Report	Director of Academic Instructional Coaches/Principal holds conference to review data collected and completes summative evaluation by May 1.

Notes:

- Formal observations may be increased at the request of the coach or as determined by the evaluator.
- Coaches new to a building must be evaluated upon the new assignment.
- The Summative Evaluation summarizes the evaluator's rating of the performance for each criterion/descriptor.
- Coaches have the opportunity to provide a written response to the Summative Evaluation. However, in cases in which disagreement arises, the decision of the evaluator is final. Written comments can be provided by either party and included with the report. Comments by either party must be shared within five working days of the conference and appended to the original copy of the Coach Evaluation Report. The coach, evaluator, and HR will retain a copy of the report.

***Administrator/supervisor reserves the right for observations as needed.**

- A drop-in observation is an unscheduled, informal visit by the evaluator. Data collection is not necessary but may occur as the evaluator deems appropriate.
- System Review: The superintendent (in conjunction with the Union) should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. The Performance-based Coach Evaluation Committee will conduct an initial review after the first year of implementation.

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St. Louis Public Schools Coach Evaluation (PBCE)
COACH EVALUATION DOMAINS, COMPONENTS, AND ELEMENTS OF SUCCESS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: LEARNING ENVIRONMENTS	DOMAIN 3: LEARNING EXPERIENCES	DOMAIN 4: PRINCIPLED COACHING	DOMAIN 5: STUDENT GROWTH
1A: Demonstrating Knowledge of Content and Key Stakeholders 1. Content and Coaching Knowledge 2. Knowledge of Teachers, Students, and School Context	**2A: Creating an Environment of Respect and Rapport** 8. Trust, Respect, and Rapport	**3A: Communicating Clearly and Accurately** 18. Clear and Responsive Communication	**4A: Creating a Reflective Environment** 35. Reflective Coaching Environment	**5A: Demonstrating Growth on Statewide Student Assessments** 47. Statewide Measures of Student Growth (MAP and EOC Assessments)
1B: Expanding Teachers' Use of a Variety of Resources to Improve Instruction 3. Professional Learning Resources 4. Instructional Resources 5. Research-Based Instructional Strategies 6. Purposeful Use of Technology	**2B: Working Collaboratively with the School's Leadership Team to Ensure Alignment and Focus on Intended Results** 9. Instructional Leadership Contribution 10. Alignment of Coaching Goals and School Priorities 11. Collaborative Team Leadership 12. Strategic Communication with the Principal 13. Instructional Intervention Team Support	**3B: Using Questioning and Discussion Techniques** 19. Coaching Questions and Dialogue	**4B: Contributing to the School and District** 48. Professional Relationships and Collective Efficacy 49. Reliability and Attendance	**5B: Demonstrating Growth on Locally Selected Student Assessments** 48. Curriculum-Based Measures of Student Growth 49. Formative Assessment of Student Growth 50. Interim Assessment of Student Growth 51. Performance Measures of Student Growth 52. Portfolio Measures of Student Growth 53. Summative Assessment of Student Growth 54. 54. Teacher-Made Assessment of Student Growth
1C: Designing and Preparing Ongoing Professional Learning Experiences Aligned with District Initiatives 7. Job-Embedded Professional Development	**2C: Designing Collaborative, Job-Embedded, Standards-Based Professional Learning** 14. Professional Learning for Intervention Implementation 15. Adult Learning Design 16. Teacher Reflection and Agency 17. Coaching Cycles as Job-Embedded Professional Learning	**3C: Providing Feedback to Teachers** 20. Timely, Evidence-Based Feedback	**4C: Increasing Instructional Skills of the Novice Teacher and Supporting School-Wide Induction Activities** 50. New Teacher Induction and Instructional Support	
		3D: Ensuring Student Achievement Data Drives Instructional Decisions at the Classroom and School Level 21. Student Learning Goals and Progress Monitoring 22. Data Inquiry Systems	**4D: Growing and Developing Professionally** 51. Professional Learning and Coaching Expertise 52. Documentation, Reflection, and Evidence of Coaching Impact	
		3E: Aligning Instruction with Curriculum to Meet the Needs of All Students 23. Modeling, Co-Teaching,	**4E: Showing Professionalism** 53. Ethical and Evidence-Informed Decision-Making 54. Policy, Role, and Program	

		Observation, and Feedback 24. Implementation of Research-Based Teaching Practices 25. Student Engagement and Cognitive Demand 26. Collaborative Instructional Inquiry 27. Alignment of Tiered Supports	Alignment 55. Confidentiality and Responsible Information Use 56. Equity-Centered Advocacy 57. Timely and Appropriate Follow-Through 58. Professional Problem-Solving and Conflict Resolution	
		3F: Increasing the Quality and Effectiveness of Classroom Instruction 28. Classroom-Embedded Coaching 29. Diagnostic Instructional Inquiry 30. Student-Facing Support in Service of Teacher Learning 31. Non-Evaluative Monitoring of Instructional Implementation		
		3G: Ensuring Implementation of Adopted Curriculum 32. Curriculum and Content Capacity 33. Unpacking Standards and Learning Progressions 34. Implementation of Adopted Curriculum		

St. Louis Public Schools Coach Evaluation (PBCE)

Pre-Observation Planning Sheet

(used for observing a coaching cycle, facilitation of a PLC/Data Team meeting, or professional development session)

The Pre-Observation Form is to be completed by the coach and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the coach's reflective understanding regarding planning and may be used to document components/elements of success.

Coach _____ School _____

Activity _____ Date _____

1. What do you expect the teacher(s) to be able to know or do at the end of this session? What connections will you make to teachers' other learnings?	2. Briefly describe the session and the repertoire of strategies to be used with teachers to personalize learning.
3. How does this relate to the school/district's instructional initiatives? What prerequisite knowledge has been assumed or provided?	4. How will your work be assessed? What evidence will you use to determine the effectiveness of the session?
5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?	

NOTES:

St. Louis Public Schools Coach Evaluation (PBCE)

Domain 1: Planning and Preparation

		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
Component 1A: Demonstrating Knowledge of Content and Key Stakeholders					
#1	**Content and Coaching Knowledge**	Coach demonstrates inaccurate or insufficient knowledge of content, curriculum, or effective coaching practices and does not correct significant errors.	Coach demonstrates foundational content, curriculum, and coaching knowledge but applies it inconsistently or makes limited connections across disciplines.	Coach demonstrates accurate content, curriculum, and coaching knowledge and uses it to support teachers in making connections within and across disciplines.	Coach demonstrates deep, current content, curriculum, and coaching expertise; anticipates misconceptions; and builds teachers' independent capacity to make interdisciplinary connections.
#2	**Knowledge of Teachers, Students, and School Context**	Coach does not use information about teachers, students, or the school context to plan professional learning or coaching.	Coach gathers limited stakeholder information and uses it to plan isolated supports with teacher input.	Coach uses multiple sources of teacher, student, and school evidence to co-plan ongoing professional learning and coaching with follow-up.	Coach facilitates sustained professional learning cycles responsive to teacher voice and student evidence, and adjusts supports based on pre-, formative, and post-data.
Component 1B: Expanding Teachers' Use of a Variety of Resources to Improve Instruction					
#3	**Professional Learning Resources**	Coach rarely identifies or provides resources that address established teacher or team learning needs.	Coach provides resources related to identified needs, but selection or follow-up is limited.	Coach curates and shares high-quality professional learning resources based on teacher and student evidence and supports teachers in using them.	Coach collaborates with teachers and teams to evaluate, adapt, create, and share resources, building their independent capacity to select evidence-based supports.
#4	**Instructional Resources**	Coach is unfamiliar with adopted curriculum and available school or district resources, or recommends resources misaligned to instructional goals.	Coach demonstrates partial knowledge of available resources and inconsistently aligns them to instructional goals and learner needs.	Coach helps teachers select and use high-quality curriculum-aligned resources responsive to student evidence and instructional goals.	Coach builds teachers' capacity to evaluate, adapt, and responsibly access district, community, cultural, and professional resources while maintaining curricular coherence.
#5	**Research-Based Instructional Strategies**	Coach does not connect instructional strategies to research, standards, curriculum, or identified learner needs.	Coach identifies some research-based strategies but provides limited support for selecting or implementing them.	Coach supports teachers in selecting, implementing, and examining research-based strategies aligned to standards, curriculum, and student needs.	Coach facilitates sustained inquiry into research-based practice, enabling teachers to adapt strategies, study impact, and share learning with others.
#6	**Purposeful Use of Technology**	Coach demonstrates limited awareness of available technology or promotes technology use without an instructional or professional-learning purpose.	Coach uses available technology for basic coaching or instructional support, but integration is inconsistent.	Coach supports purposeful use of technology to strengthen instruction, accessibility, collaboration, professional learning, and data-informed decision-making.	Coach helps teachers and teams evaluate, adapt, and independently use emerging technologies ethically, equitably, and in service of clearly defined learning goals.
Component 1C: Designing and Preparing Ongoing Professional Learning Experiences Aligned with District Initiatives					
#7	**Job-Embedded Professional Development**	Coach does not use current research or provide job-embedded professional learning aligned to identified needs and district priorities.	Coach inconsistently shares research or provides isolated professional learning with limited application or follow-up.	Coach designs and facilitates job-embedded professional learning grounded in adult learning, district priorities, and assessed teacher and student needs, with application and follow-up.	Coach co-designs differentiated professional learning cycles that result in sustained changes in teacher practice and measurable improvement in student learning.

Domain 2: Learning Environments					
		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
Component 2A: Creating an Environment of Respect and Rapport					
#8	**Trust, Respect, and Rapport**	Coach interactions undermine trust, dignity, belonging, or psychological safety for staff or students.	Coach interactions are generally respectful but may be inconsistent, transactional, or insufficiently responsive to individual and cultural differences.	Coach builds respectful, trustworthy relationships through active listening, empathy, reliability, confidentiality, and culturally responsive interactions.	Coach cultivates psychological safety and shared ownership so that staff and students seek feedback, take productive risks, and sustain respectful learning relationships.
Component 2B: Working Collaboratively with the School's Leadership Team to Ensure Alignment and Focus on Intended Results					
#9	**Instructional Leadership Contribution**	Coach does not contribute instructional expertise to relevant school or district teams or initiatives.	Coach participates in at least one relevant team or initiative but contributes inconsistently or primarily attends.	Coach contributes instructional expertise to school and district teams and helps connect team decisions to classroom implementation.	Coach facilitates or strengthens multiple instructional leadership structures, builds others' capacity, and improves coherence across school and district initiatives.
#10	**Alignment of Coaching Goals and School Priorities**	Coach's goals and work are not aligned to school or district instructional priorities.	Coach identifies school and district priorities but inconsistently aligns coaching goals or actions to them.	Coach aligns coaching goals, schedules, and supports to school and district priorities while preserving the non-evaluative coaching role.	Coach helps leadership and teacher teams translate shared priorities into coherent, sustainable instructional systems and evidence of impact.
#11	**Collaborative Team Leadership**	Coach does not contribute effectively to collaborative instructional teams or undermines shared work.	Coach participates as a team member and occasionally supports team processes, with limited impact.	Coach functions effectively as a collaborative team member and facilitator with teachers, leaders, and district partners.	Coach builds collective efficacy, develops others' facilitation capacity, and enables teams to sustain productive instructional inquiry independently.
#12	**Strategic Communication with the Principal**	Coach does not establish a regular structure for communicating coaching priorities, progress, trends, or needed supports with the principal.	Coach communicates periodically, but conversations are inconsistent, overly task-focused, or insufficiently connected to instructional priorities.	Coach meets regularly with the principal to align coaching priorities, share non-confidential instructional trends, protect coaching time, and identify needed supports.	Coach and principal sustain a strategic partnership that improves coherence and responsiveness while preserving teacher confidentiality and the non-evaluative nature of coaching.
#13	**Instructional Intervention Team Support**	Coach does not support the team in using evidence to plan, align, monitor, or refine instructional interventions.	Coach participates inconsistently or contributes limited instructional expertise to intervention planning.	Coach supports the team and teachers in aligning interventions to Tier 1 instruction, selecting evidence-based practices, and using progress data to refine instruction.	Coach builds the team's independent capacity to conduct equitable problem-solving, monitor implementation, and strengthen intervention systems.
Component 2C: Designing Collaborative, Job-Embedded, Standards-Based Professional Learning					
#14	**Professional Learning for Intervention Implementation**	Coach does not provide professional learning needed for staff to implement aligned, evidence-based interventions.	Coach provides limited or one-size-fits-all learning with minimal application support.	Coach provides differentiated professional learning and coaching that helps staff implement interventions aligned to standards and Tier 1 instruction.	Coach facilitates ongoing inquiry, observation, feedback, and refinement that results in strong implementation and improved student response.
#15	**Adult Learning Design**	Coach does not use research-based adult learning practices when designing or facilitating professional learning.	Coach uses a limited range of adult learning practices or provides learning with minimal relevance, voice, application, or follow-up.	Coach designs and facilitates relevant, active, differentiated professional learning using research-based adult learning principles.	Adult Learning Design
#16	**Teacher Reflection and Agency**	Coach does not create opportunities for teachers to examine evidence, assumptions, or instructional decisions.	Coach occasionally prompts reflection, but questions or structures lead to limited analysis or action.	Coach consistently facilitates evidence-based reflection that helps teachers identify strengths, challenges, and next steps.	Coach develops teachers' independent reflective habits and agency, resulting in sustained instructional refinement and shared learning.

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#17	**Coaching Cycles as Job-Embedded Professional Learning**	Coach does not establish or complete coherent coaching cycles tied to teacher and student goals.	Coach completes isolated or inconsistently structured cycles with limited follow-through or evidence of implementation.	Coach facilitates coherent coaching cycles that include goal-setting, evidence collection, learning, application, reflection, and follow-up.	Coach differentiates and sustains high-quality cycles that build teacher independence and demonstrate impact on practice and student learning.

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Domain 3: Learning Experiences

		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
Component 3A: Communicating Clearly and Accurately					
#18	**Clear and Responsive Communication**	Coach's oral or written communication is unclear, inaccurate, inaccessible, or inappropriate for the audience.	Coach communicates accurately in routine situations but may lack precision, responsiveness, accessibility, or actionable detail.	Coach communicates clearly, accurately, professionally, and accessibly, tailoring language and format to adult learners and stakeholders.	Coach uses strategic communication to clarify complex ideas, foster dialogue, navigate difficult conversations, and strengthen collective understanding.
Component 3B: Using Questioning and Discussion Techniques					
#19	**Coaching Questions and Dialogue**	Coach uses questions that are leading, low-level, judgmental, or disconnected from evidence and teacher goals.	Coach asks generally relevant questions, but dialogue produces limited analysis, ownership, or next steps.	Coach uses open, evidence-based questions and discussion structures that promote analysis, reflection, and teacher ownership.	Coach skillfully adapts questioning to surface assumptions, examine inequities, generate new possibilities, and strengthen teachers' independent problem-solving.
Component 3C: Providing Feedback to Teachers					
#20	**Timely, Evidence-Based Feedback**	Coach does not provide timely, specific, evidence-based feedback or feedback undermines trust and growth.	Coach provides feedback with some relevant evidence, but it may be inconsistent, overly directive, or insufficiently actionable.	Coach provides timely, specific, strengths-based, actionable feedback and facilitates reflection on evidence and next steps.	Coach differentiates feedback, supports implementation and follow-up, and builds teachers' capacity to self-assess and use feedback independently.
Component 3D: Ensuring Student Achievement Data Drives Instructional Decisions at the Classroom and School Level					
#21	**Student Learning Goals and Progress Monitoring**	Coach does not support teachers or teams in analyzing evidence, setting meaningful learning goals, or selecting instructional responses.	Coach inconsistently supports data analysis and goal-setting, or goals are weakly connected to instruction and progress monitoring.	Coach facilitates analysis of multiple data sources to establish equitable, measurable learning goals and aligned instructional actions.	Coach builds teams' capacity to monitor progress, test assumptions, adjust goals and instruction, and evaluate impact across student groups.
#22	**Data Inquiry Systems**	Coach does not help establish usable systems for collecting, interpreting, and acting on instructional and student evidence.	Coach supports a data process inconsistently, or the process emphasizes reporting rather than instructional action.	Coach facilitates consistent, ethical data inquiry routines that connect multiple evidence sources to instructional decisions and coaching priorities.	Coach helps teams sustain efficient data systems, examine implementation and equity patterns, and evaluate the impact of instructional changes.
Component 3E: Aligning Instruction with Curriculum to Meet the Needs of All Students					
#23	**Modeling, Co-Teaching, Observation, and Feedback**	Coach does not provide appropriate classroom-embedded support connected to teacher goals.	Coach provides one or more forms of classroom support, but they are inconsistently aligned to goals or lack reflection and follow-up.	Coach strategically models, co-teaches, observes, and provides feedback in service of identified teacher and student goals.	Coach selects and sequences classroom-embedded supports, gradually releases responsibility, and demonstrates sustained independent teacher implementation.

#24	**Implementation of Research-Based Teaching Practices**	Coach does not support teachers in selecting or implementing research-based practices responsive to student needs.	Coach provides limited support or suggests practices without sufficient modeling, adaptation, monitoring, or follow-up.	Coach supports teachers in selecting, implementing, and examining research-based practices through appropriate instructional and cognitive coaching.	Coach facilitates iterative implementation, evidence review, adaptation, and teacher leadership that result in sustained improvement.
#25	**Student Engagement and Cognitive Demand**	Coach does not help teachers examine or improve student engagement, belonging, agency, or cognitive demand.	Coach identifies engagement strategies but support is inconsistent or focused primarily on compliance and participation.	Coach helps teachers design and study equitable learning experiences that promote belonging, student agency, productive struggle, discourse, and cognitive demand.	Coach builds teams' capacity to use student voice and evidence to refine engagement and rigor across content areas and student groups.
#26	**Collaborative Instructional Inquiry**	Coach does not facilitate collaboration focused on examining and improving instruction.	Coach facilitates occasional collaboration, but the work yields limited shared analysis, action, or follow-up.	Coach facilitates ongoing collaborative inquiry in which teachers examine evidence, select actions, monitor implementation, and adjust practice.	Coach develops team capacity to sustain equitable instructional inquiry and spread effective practices without dependence on the coach.
#27	**Alignment of Tiered Supports**	Coach does not help staff align supplemental intervention with grade-level Tier 1 instruction and identified student needs.	Coach inconsistently supports alignment, or support is limited to selected staff without a coherent approach.	Coach supports teachers and teams in aligning evidence-based interventions, progress monitoring, and classroom instruction.	Coach builds coherent, equitable tiered-support systems and teachers' capacity to adjust intensity while maintaining access to grade-level learning.
Component 3F: Increasing the Quality and Effectiveness of Classroom Instruction					
#28	**Classroom-Embedded Coaching**	Coach is seldom present in classrooms or classroom visits are disconnected from teacher goals, feedback, and coaching follow-up.	Coach conducts classroom visits or cycles, but frequency, focus, completion, or follow-through is inconsistent.	Coach maintains a regular classroom presence through purposeful walkthroughs and completed coaching cycles that inform differentiated support.	Coach uses a strategic portfolio of classroom-embedded supports to deepen implementation, build teacher independence, and demonstrate impact.
#29	**Diagnostic Instructional Inquiry**	Coach does not help teachers diagnose learning needs or design aligned instructional responses and progress-monitoring plans.	Coach supports isolated diagnostic activity, but teacher participation, alignment, or follow-up is limited.	Coach works alongside teachers to examine student thinking, model or co-teach when useful, and develop aligned instructional and progress-monitoring plans.	Coach builds teachers' independent diagnostic expertise through repeated inquiry, evidence analysis, implementation, and refinement.
#30	**Student-Facing Support in Service of Teacher Learning**	Coach provides no appropriate classroom-embedded support when modeling, evidence collection, or implementation assistance is needed, or assumes a recurring student-service role disconnected from teacher learning.	Coach provides occasional student-facing support, but the connection to teacher goals, observation, reflection, or gradual release is unclear.	Coach provides student-facing support only to model practices, co-teach, collect evidence, demonstrate interventions, or strengthen teacher implementation, with the teacher actively engaged.	Coach strategically uses brief student-facing support within coaching cycles, enables teacher transfer and independence, and avoids replacing classroom instruction or intervention staffing.
#31	**Non-Evaluative Monitoring of Instructional Implementation**	Coach does not gather evidence of instructional implementation or communicate relevant non-confidential trends and support needs.	Coach gathers implementation evidence inconsistently or communicates without clear purpose, boundaries, or follow-up.	Coach non-evaluatively monitors implementation, uses evidence to guide coaching, and communicates aggregate trends and needed supports while protecting confidentiality.	Coach helps teachers and leaders build transparent implementation-learning systems that improve practice without converting coaching evidence into personnel evaluation.
Component 3G: Ensuring Implementation of Adopted Curriculum					
#32	**Curriculum and Content Capacity**	Coach does not help teachers deepen content knowledge or understand relationships among standards, adopted curriculum, instruction, and assessment.	Coach provides limited or inconsistent support for content and curriculum understanding.	Coach supports teachers in deepening content knowledge and aligning written, taught, and assessed curriculum.	Coach builds collective content expertise, anticipates misconceptions, and helps teams evaluate coherence and impact using multiple forms of evidence.

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#33	**Unpacking Standards and Learning Progressions**	Coach does not support teachers in identifying essential knowledge, skills, concepts, or learning progressions within standards.	Coach supports standards analysis inconsistently or produces lists not clearly connected to instruction and assessment.	Coach facilitates collaborative unpacking of standards into coherent learning goals, success criteria, progressions, and aligned assessment evidence.	Coach builds teams' capacity to use standards and evidence to design grade-level instruction, scaffolds, intervention, and enrichment without lowering rigor.
#34	**Implementation of Adopted Curriculum**	Coach does not support teachers in implementing adopted curriculum or collaborate with appropriate district partners.	Coach provides inconsistent implementation support or focuses on compliance without attending to teacher learning and student evidence.	Coach collaborates with teachers, leaders, and district specialists to support coherent implementation of adopted curriculum.	Coach facilitates implementation inquiry, identifies systemic barriers, strengthens teacher ownership, and shares evidence to improve district and school supports.

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St. Louis Public Schools Coach Evaluation (PBCE)

Domain 4: Principled Coaching					
		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
Component 4A: Creating a Reflective Environment					
#35	**Reflective Coaching Environment**	Coach neither examines their own practice nor facilitates meaningful teacher reflection.	Coach prompts teacher reflection or reflects on coaching practice, but one or both are inconsistent or weakly connected to evidence and action.	Coach consistently examines coaching evidence and facilitates teacher reflection that leads to clear instructional next steps.	Coach models vulnerability and inquiry, adapts coaching based on evidence, and develops a culture in which teachers independently reflect, test ideas, and refine practice.
Component 4B: Contributing to the School and District					
#36	**Professional Relationships and Collective Efficacy**	Coach's relationships are harmful, self-serving, unreliable, or impede collaboration.	Coach maintains cordial working relationships but contributes inconsistently to trust, collaboration, or shared responsibility.	Coach builds productive professional relationships and supports collaboration across roles and teams.	Coach strengthens collective efficacy, navigates conflict constructively, connects people and resources, and develops others' collaborative leadership.
#37	**Reliability and Attendance**	Coach is frequently absent, late, unavailable, or unprepared in ways that disrupt coaching commitments.	Coach's reliability is inconsistent and occasionally disrupts coaching commitments or follow-through.	Coach is dependable, punctual, prepared, and communicates responsibly about schedule changes and commitments.	Coach demonstrates exceptional reliability, anticipates continuity needs, and protects commitments while maintaining healthy, policy-aligned professional boundaries.
Component 4C: Increasing Instructional Skills of the Novice Teacher and Supporting School-Wide Induction Activities					
#38	**New Teacher Induction and Instructional Support**	Coach does not collaborate with induction partners or provide needed instructional support to novice teachers.	Coach provides periodic orientation or advice, but support is generic, irregular, or insufficiently connected to classroom evidence.	Coach collaborates with induction partners and provides differentiated, job-embedded support in curriculum, instruction, classroom systems, and reflection.	Coach coordinates a coherent induction support cycle, builds novice-teacher agency and belonging, and develops mentor capacity, contributing to growth and retention.
Component 4D: Growing and Developing Professionally					
#39	**Professional Learning and Coaching Expertise**	Coach does not engage in required learning or pursue growth needed for the role.	Coach participates inconsistently or applies new learning only occasionally.	Coach engages in ongoing professional learning and applies learning to strengthen coaching, content, adult learning, equity, and instructional leadership.	Coach pursues targeted inquiry, contributes learning to colleagues and the field, studies impact, and adjusts a professional growth plan accordingly.
#40	**Documentation, Reflection, and Evidence of Coaching Impact**	Coach does not maintain required coaching documentation or use it to reflect on practice and impact.	Coach submits required documentation, but records are incomplete, compliance-oriented, or weakly connected to reflection and next steps.	Coach maintains timely, accurate, confidential documentation and uses it to reflect on coaching choices, teacher growth, and progress toward goals.	Coach analyzes patterns across coaching evidence, adjusts strategy, demonstrates impact, and shares appropriately de-identified learning that strengthens the coaching system.
Component 4E: Showing Professionalism					
#41	**Ethical and Evidence-Informed Decision-Making**	Coach makes decisions based on self-interest, bias, insufficient evidence, or disregard for role boundaries.	Coach considers professional standards but applies evidence, equity, or role boundaries inconsistently.	Coach makes transparent, evidence-informed, equitable decisions consistent with policy, ethics, and the non-evaluative coaching role.	Coach helps others examine assumptions, weigh evidence and consequences, and make principled decisions that strengthen instructional systems.
#42	**Policy, Role, and Program Alignment**	Coach disregards or violates district policy, legal requirements, program guidance, or established coaching-role boundaries.	Coach complies inconsistently or needs support interpreting and applying relevant requirements.	Coach consistently follows applicable policy, legal requirements, program guidance, and coaching-role expectations.	Coach helps colleagues understand and implement requirements appropriately, identifies conflicts or risks, and seeks clarification through proper channels.

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#43	**Confidentiality and Responsible Information Use**	Coach breaches confidentiality, misuses sensitive information, or fails to distinguish coaching evidence from evaluative information.	Coach generally protects confidentiality but applies boundaries inconsistently or needs support in complex situations.	Coach consistently protects confidential information, explains coaching boundaries, and shares only appropriate aggregate trends or required information.	Coach anticipates ethical dilemmas, establishes trusted information practices, and helps others understand confidentiality and non-evaluative coaching boundaries.
#44	**Equity-Centered Advocacy**	Coach ignores inequitable patterns, lowers expectations, or fails to use appropriate resources and channels to advocate for students and teachers.	Coach recognizes some inequities and advocates inconsistently or without sustained follow-through.	Coach uses evidence, relationships, and appropriate channels to challenge inequitable practices and expand access to rigorous, affirming learning.	Coach builds others' capacity to identify and interrupt systemic inequities, centers student and family perspectives, and helps sustain equitable instructional systems.
#45	**Timely and Appropriate Follow-Through**	Coach frequently fails to complete agreed responsibilities, follow through on commitments, or respond within reasonable timelines.	Coach completes some responsibilities but follow-through, prioritization, quality, or communication is inconsistent.	Coach reliably completes role-aligned responsibilities, communicates changes, and follows through within agreed timelines.	Coach anticipates dependencies, manages competing priorities transparently, and strengthens team systems for timely, high-quality follow-through.
#46	**Professional Problem-Solving and Conflict Resolution**	Coach avoids issues, escalates inappropriately, or uses channels that damage trust or violate policy.	Coach attempts to resolve concerns through appropriate channels but may delay, communicate unclearly, or need support.	Coach addresses concerns promptly, directly, respectfully, and through appropriate channels while protecting confidentiality and relationships.	Coach facilitates constructive resolution of complex issues, surfaces patterns appropriately, and strengthens others' problem-solving capacity.

Domain 5: Student Growth		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
Component 5A: Demonstrating Growth on Statewide Student Assessments					
#47	**Statewide Measures of Student Growth (MAP and EOC Assessments)**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available statewide MAP/EOC student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to statewide MAP/EOC student-learning results; attribution or comparison may be weak.	Coach uses appropriate statewide MAP/EOC evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates statewide MAP/EOC evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
Component 5B: Demonstrating Growth on Locally Selected Student Assessments					
#48	**Curriculum-Based Measures of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available curriculum-based student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to curriculum-based student-learning results; attribution or comparison may be weak.	Coach uses appropriate curriculum-based evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates curriculum-based evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
#49	**Formative Assessment of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available formative student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to formative student-learning results; attribution or comparison may be weak.	Coach uses appropriate formative evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates formative evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
#50	**Interim Assessment of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available interim student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to interim student-learning results; attribution or comparison may be weak.	Coach uses appropriate interim evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates interim evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
#51	**Performance Assessment Measures of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available performance student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to performance student-learning results; attribution or comparison may be weak.	Coach uses appropriate performance evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates performance evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
#52	**Portfolio Measures of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available portfolio student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to portfolio student-learning results; attribution or comparison may be weak.	Coach uses appropriate portfolio evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates portfolio evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.

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#53	**Summative Assessment of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available summative student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to summative student-learning results; attribution or comparison may be weak.	Coach uses appropriate summative evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates summative evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.
#54	**Teacher-Made Assessment of Student Growth**	Coach does not identify a credible connection between coaching work, changes in teacher practice, and available teacher-made student-learning evidence.	Coach identifies limited or inconsistent evidence connecting coaching work and teacher practice to teacher-made student-learning results; attribution or comparison may be weak.	Coach uses appropriate teacher-made evidence, alongside teacher-practice and implementation evidence, to evaluate progress toward coaching goals and inform next steps.	Coach triangulates teacher-made evidence with implementation, teacher-practice, and contextual data; demonstrates a credible contribution of coaching to improvement; and helps teams sustain effective practices.

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St. Louis Public Schools Coach Evaluation (PBCE)

Post-Observation Reflection Sheet

(used for observing a coaching cycle, facilitation of a PLC/Data Team meeting, or professional development session)

The Post-Observation Reflection Sheet will be completed by the coach following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document domains/components/elements of success.

Coach _____ **School** _____

Grade/Subject _____ **Date** _____

Coach Signature _____ **Administrator Signature** _____

1. Did the session establish a climate that encouraged the teachers to be productively engaged in the work? How do I know?	2. How did the goal/objective of the session allow for teachers to engage in activities and learning situations that were consistent with the district's initiatives?
3. How did I ensure that all teachers participated in the activities/discussion?	4. What feedback did I receive from teachers indicating they achieved understanding and that the goals/objectives were met for this session?
5. Did I adjust my goals or my strategies as I facilitated the session? What would I do differently next time? Why?	6. If I could share one thing from this session with a colleague, what would it be?

NOTES:

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St. Louis Public Schools Coach Evaluation (PBCE)

Supplemental Feedback Form
(Short Form)

☐Scheduled Observation ☐Unscheduled Observation ☐Artifact Data ☐Unplanned Data ☐Drop-In Observation

Coach _____ School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

Component/Element: _____

_____

Data: _____

_____

Component/Element: _____

_____

Data: _____

Coach's Comments: _____

Administrator's/Supervisor's Comments: _____

_____ _____ _____ _____

Coach's Signature Date Administrator's/Supervisor's Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to coach and administrator/supervisor.

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St. Louis Public Schools Coach Evaluation (PBCE)

Performance Improvement Plan

Coach _____

School _____

Administrator/Supervisor _____ Date _____

Type of Plan: ☐ Enrichment ☐ Progressing Toward Proficiency ☐ Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

St. Louis Public Schools Coach Evaluation (PBCE)
Performance Improvement Plan

Note the coach and administrator/supervisor responsibilities and/or strategies for achieving objectives:

Coach will: _____

_____

_____

Administrator will: _____

_____

_____

Tangible evidence of progress toward outcome(s): _____

_____

_____

Coach's Comments:	Administrator's/Supervisor's Comments:

_____

Coach's Signature Date Administrator's/Supervisor's Signature Date

Plan developed: _____ Completed: _____ Revised: _____ Continued: _____ Reviewed: _____

_____

Coach's Signature Date Administrator's/Supervisor's Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to coach and administrator/supervisor.

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St. Louis Public Schools Coach Evaluation (PBCE)

COACH EVALUATION REPORT

Coach: _____ School/Location: _____

Date _____ Employee ID: _____ Administrator/Supervisor: _____

Dates of Observations: _____ _____ _____ _____

COACH STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating Knowledge of Content and Key Stakeholders	☐	☐	☐	☐
1B: Expanding Teachers' Use of a Variety of Resources to Improve Instruction	☐	☐	☐	☐
1C: Designing and Preparing Ongoing Professional Learning Experiences Aligned with District Initiatives	☐	☐	☐	☐
2A: Creating an Environment of Respect and Rapport	☐	☐	☐	☐
2B: Working Collaboratively with the School's Leadership Team to Ensure Alignment and Focus on Intended Results	☐	☐	☐	☐
2C: Designing Collaborative, Job-Embedded, Standards-Based Professional Learning	☐	☐	☐	☐
3A: Communicating Clearly and Accurately	☐	☐	☐	☐
3B: Using Questioning and Discussion Techniques	☐	☐	☐	☐
3C: Providing Feedback to Teachers	☐	☐	☐	☐
3D: Ensuring Student Achievement Data Drives Instructional Decisions at the Classroom and School Level	☐	☐	☐	☐
3E: Aligning Instruction with Curriculum to Meet the Needs of All Students	☐	☐	☐	☐
3F: Increasing the Quality and Effectiveness of Classroom Instruction	☐	☐	☐	☐
3G: Ensuring Implementation of Adopted Curriculum	☐	☐	☐	☐
4A: Creating a Reflective Environment	☐	☐	☐	☐
4B Contributing to the School and District	☐	☐	☐	☐
4C: Increasing Instructional Skills of the Novice Teacher and Supporting School-Wide Induction Activities	☐	☐	☐	☐
4D: Growing and Developing Professionally	☐	☐	☐	☐
4E: Showing Professionalism	☐	☐	☐	☐
5A: Demonstrating Growth on Statewide Student Assessments	☐	☐	☐	☐
5B: Demonstrating Growth on Locally Selected Student Assessments	☐	☐	☐	☐

UNSATISFACTORY: The coach does not yet appear to understand the concepts underlying the component.
BASIC: The coach appears to understand the concepts underlying the component and attempts to implement its elements.
PROFICIENT: The coach clearly understands the concepts underlying the component and implements it well.
DISTINGUISHED: The coach at this level is a master coach and makes contributions to the field, both in and outside their class. They operate at a qualitatively different level, consisting of a community of learners, with students and teachers highly motivated and engaged, as well as assuming a major responsibility for their own learning.

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Performance Improvement Plan (collaboratively developed between the coach and administrator/supervisor):
A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Optional comments by evaluator and/or coach. Should additional comments become necessary, please attach to this form provided the evaluator and coach have initialed all additional pages.

This evaluation has been discussed with me: (☐) yes (☐) no

The coach may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the coach's personnel file with a copy to the evaluator.

DATE	EVALUATOR	DATE	EMPLOYEE

ADMINISTRATOR AT LOCATION

Distribution: Personnel File
Principal
Employee

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COMMENTS: