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Name:
Job Title:

Author:
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School:

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The coach promotes the learning and growth of students by planning and facilitating professional learning opportunities and creating/coordinating curriculum resources for educators. This work is based on deep subject area content knowledge, deep pedagogical content knowledge, thorough understanding of research-informed teaching and assessment practices, and deep understanding of standards, curriculum and lesson development across the grades.

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Settings:

- Lesson planning
- Modeling, co-teaching, observing
- Pre and post lesson plan and debrief
- Writing curriculum and assessments
- Curriculum orientation for teachers
- Workshop/book or study group/course/PLC plan or facilitation
- Data meeting plans or facilitation

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" with knowledge at an expert level and can serve as a model or mentor to other coaches in this area Actively seeks out ways to expand and deepen own understanding. Helps teachers to make connections between content areas to promote more integrated practice.	Demonstrates thorough knowledge of subject content across grades Applies and integrates subject content knowledge in ways that build teacher knowledge and interest and impact teacher planning and instruction.	Demonstrates subject knowledge across some grades Has a developing understanding of content connections across grade levels.	Demonstrates limited subject knowledge

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" with knowledge at an expert level and can serve as a model or mentor to other coaches in this area</p> <p>Actively seeks out ways to expand and deepen own understanding.</p> <p>Helps teachers to make connections between content areas to promote more integrated practice.</p>	<p>Demonstrates an understanding of how students develop and learn within the content</p> <p>Applies and integrates subject pedagogical content knowledge in ways that build teacher knowledge and interest</p>	<p>Demonstrates some pedagogical content knowledge in one or two grade levels.</p>	<p>Demonstrates limited pedagogical content knowledge.</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" with knowledge at an expert level and can serve as a model or mentor to other coaches in this area</p> <p>Actively seeks out ways to expand and deepen own understanding.</p> <p>Helps teachers to make connections between content areas to promote more integrated practice.</p>	<p>Demonstrates thorough knowledge of research-informed practices for all students across the grades.</p> <p>Applies and integrates knowledge of best practices in ways that build teacher knowledge and interest and impact teacher practice.</p>	<p>Demonstrates some knowledge of best practices in some grades and/or populations.</p>	<p>Demonstrates limited knowledge of best practices.</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" with knowledge at an expert level and can serve as a model or mentor to other coaches in this area</p> <p>Actively seeks out ways to expand and deepen own understanding.</p> <p>Helps teachers to make connections between content areas to promote more integrated practice.</p>	<p>Demonstrates thorough knowledge of curriculum and standards in subject area across grades as well as connections between standards and curriculum across grades.</p> <p>Applies and integrates knowledge of standards in ways that improve teacher understanding and practice</p>	<p>Demonstrates knowledge of curriculum and standards.</p> <p>Has a developing understanding of curriculum and standard connections across grade levels.</p>	<p>Demonstrates limited knowledge of curriculum and standard in subject area.</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" with knowledge at an expert level and can serve as a model or mentor to other coaches in this area</p> <p>Actively seeks out ways to expand and deepen own understanding.</p> <p>Helps teachers to make connections between content areas to promote more integrated practice.</p>	<p>Demonstrates thorough knowledge of formative and summative assessment practices. Understands how to use assessment data to make instructional and coaching decisions.</p> <p>When working with teachers, is able to integrate knowledge of assessment practices in ways that impact teacher practice.</p>	<p>Demonstrates knowledge of formative and summative assessment practices.</p> <p>Developing understanding of how to use assessment data to make instructional and coaching decisions.</p>	<p>Demonstrates limited knowledge of formative and summative assessment practices and how to use data to inform instruction</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "proficient" and serves as model and resource for other coaches in this area.</p>	<p>Uses a clear scope and sequence for reading instruction at all levels.</p> <p>Uses appropriate strategies for developing all aspects of literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension, written language, spelling)</p> <p>Uses ongoing assessments and observational data to inform instructional decisions.</p> <p>Differentiates interventions to meet the needs of the individual students.</p> <p>Consistently communicates with classroom teacher and other relevant service providers to ensure seamless delivery of instruction.</p>	<p>Scope and sequence for reading instruction is unclear.</p> <p>Uses appropriate strategies for developing some aspects for literacy.</p> <p>Sometimes uses assessments to inform instructional decisions.</p> <p>Sometimes differentiates interventions to meet the needs of the individual students.</p> <p>Communicates with classroom teacher and other relevant service providers but only when necessary.</p>	<p>Does not keep in mind a scope and sequence for reading instruction.</p> <p>Does not use appropriate strategies for literacy development</p> <p>Does not use assessments to inform instructional decisions.</p> <p>Does not differentiate interventions to meet the needs of the individual students.</p> <p>Does not communicate with classroom teacher.</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Consistently and effectively communicates with principal and teachers about initiatives, practices, and resources. Initiates and maintains communication when working with individual or groups of teachers. Proactively seeks coaching opportunities within the school. Establishes clear procedures for teachers to use to gain access to coaching support. Communicates about coaching program/highlights teacher practices developed through coaching within the school.	Communication with principal and teachers is not always consistent or clear. Coach is inconsistent in initiating or maintaining communication with teachers.	Does not communicate effectively with principal or teachers. Does not establish procedures for teachers to access coaching support

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Settings:

- Lesson planning
- Modeling, co-teaching, observing
- Pre and post lesson plan and debrief
- Lesson Studies
- Curriculum orientation for teachers
- Workshop/book or study group/course/PLC plan or facilitation

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" and can serve as a model or mentor to other coaches in this area.</p>	<p>Demonstrates a thorough knowledge of school/district/department goals and initiatives and plans work with teachers with these goals in mind. Collaborates and plans with principals, department heads, and/or coach colleagues to improve instructional capacity. Assesses current practices of teacher when beginning to collaborate. Considers individual educator's learning trajectory and level of skill when planning. Maintains a focus on student learning. Uses data and student work effectively to set goals and plan work with teachers. Monitors progress and makes adjustments as needed. Keeps records of coaching plans/goals and progress. Prioritizes time/schedule in order to meet goals. Self-assesses effectiveness of coaching within school and makes revisions as needed.</p>	<p>Demonstrates basic knowledge of school/district/department goals and sometimes plans work with teachers with goals in mind. Sometimes collaborates and plans with principals, department heads and/or coach colleagues. Makes plans that are partially suitable to the school/teacher needs. Begins coaching work before assessing current practices and needs of teacher.</p>	<p>Coaching work reflects little attention to school/district/department goals and is not matched to teacher goals or needs. Coaching is limited to sharing or providing curriculum resources and does not focus on improving instructional practice.</p>

Exemplary	Proficient	Needs Improvement	Unsatisfactory
<p>All of "Proficient" and can serve as a model or mentor to other coaches in this area.</p>	<p>Consistently uses protocols, a broad range of coaching protocols, and data to inform practice.</p>	<p>Uses coaching protocols, a limited range of coaching protocols, and data to inform practice.</p>	<p>Does not use coaching protocols, coaching protocols, and data to inform practice.</p>

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Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Grounds coaching conversations in evidence by providing accurate and objective descriptions of practice and the impact of student engagement and learning. Structures feedback and conversations with teachers to promote reflection about instructional practice and student learning by listening, paraphrasing and questioning. When leading professional	Feedback focuses primarily on teaching practices observed and suggestions about next steps and resources from coach's point of view of view of view	

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Exemplary

Proficient

Needs Improvement

Unsatisfactory

All of "proficient" and serves as model and resource for other coaches in this area.

Uses assessment data, anecdotal observations and teacher input to identify students for intervention. Manages materials for reading intervention school wide and provides any necessary training and m

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Exemplary	Proficient	Needs Improvement	Prs p , Unsatisfactory andnbj ab qr efd prm ut qua Q ctud sucs anppom
<p>All of "Proficient" and can serve as a model or mentor to other coaches in this area.</p> <p>Initiates and organizes family events or presentations around the subject area.</p> <p>Is proactive in anticipating parent or family questions/concerns related to the success of the school's program in the subject area.</p>	<p>Provides leadership, support and models (for teachers and principal) accurate and meaningful communication about school/district program, philosophy and approaches and about student progress.</p> <p>Collaborates with teachers and principal to dev tQ t m lo qua Q a andnt prog</p> <p>theentat</p>	<p>arot studenm, ph prihes apou aprog r orsú progress. Collo ides leadepan Mpotache or fèl prctudencManppom ut ngiS I tud</p> <p>Sh</p>	S

