I.   Curriculum, Planning & Assessment

The Coach:

	4 **Exemplary**	**3** **Proficient**	**2** **Needs Improvement**	**1** **Unsatisfactory**
a. **Content Knowledge**	Has extensive knowledge of specialty areas and trends in professional development. Is regarded as an expert.	Demonstrates thorough knowledge of specialty areas and trends in professional development.	Demonstrates basic familiarity with specialty areas and trends in professional development.	Demonstrates little or no familiarity with specialty areas and trends in professional development.
b. **Knowledge of Curriculum and Teacher Skills**	Is deeply familiar with the district's curriculum and works to shape its future direction. Actively seeks information as to teachers' instructional practices	Demonstrates thorough knowledge of the district's curriculum and of teachers' instructional practices.	Demonstrates basic knowledge of the district's curriculum and of teachers' instructional practices.	Demonstrates little or no knowledge of the district's curriculum and of teachers' instructional practices.
c. **Knowledge of Resources**	Seeks out new resources from a wide range of sources to advance teachers' instructional practices and/or to support students' learning of district curriculum.	Full awareness of resources available in the school and district and in the larger professional community for teachers to advance their professional practice and/or to support students' learning of district curriculum.	Demonstrates basic knowledge of available resources and limited ability to find new resources for teachers to advance their instructional practices and/or to support students' learning of the district curriculum. .	Does not demonstrate knowledge of available resources and/or the ability to locate new resources for teachers to advance their instructional practice and/or support students' learning of the district curriculum.
d. **Instructional Support Program(s) Goals**	Assists in setting goals, developing and implementing plans for the instructional support program that are highly appropriate to the situation and the needs of the students and staff, following consultations with administrators and colleagues.	Assists in setting goals and developing plans for the instructional support program that are clear and are suitable to the situation and the needs of the students and staff.	Limited contribution in setting goals and developing plans for the instructional support program that are rudimentary or are partially suitable to the situation and needs of the students and staff.	Has no goals or plans for the instructional support program, or sets goals that are inappropriate to either the situation or the needs of the students and staff.

I.   Curriculum, Planning & Assessment

The Coach:

	4 **Exemplary**	**3** **Proficient**	**2** **Needs Improvement**	**1** **Unsatisfactory**
e. **Program(s) Evaluation**	Actively participates in evaluating instructional support program(s) with imaginative sources of evidence and a clear path towards improving the program(s) on an ongoing basis.	Participates in evaluating the program in a manner that is organized around goals and the collection of evidence to indicate the degree to which the goals have been met.	Has rudimentary participation in evaluating the instructional support program.	Does not participate in evaluating the instructional support program or resists suggestions that such an evaluation is important.
f. **Knowledge of Learners**	Has a good grasp of current child development and theories as to how students learn and actively seeks new ideas.	Has a good grasp of child development and theories as to how students learn, and is open to new ideas.	Has a few ideas of ways students develop and learn.	Has few ideas on how to teach developmentally appropriate lessons and on how students learn.
g. **Differentiation**	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding. Is able to model this element.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with mixed success.	Fails to provide for differentiated instruction.
h. **Assessments**	Consistently designs, develops and demonstrates the use of assessment results as the central foundation for instructional, curriculum, and coaching decisions. Can effectively model protocols for teachers. Coach also uses other data points to drive decisions (i.e. non-academic data, teacher feedback, anecdotal data)	Designs, develops and uses student performance data in instructional, curriculum, and coaching decisions. Can effectively model tools and protocols for teachers.	Makes limited use of assessment results in instructional decisions.	Does not use performance data in making instructional, curriculum, and coaching decisions. Does not know how to use any assessment systems or understand data cycle. Does not know the data cycle nor can model effective use of protocols.
i. **Learning Goals**	Skillful involvement in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Actively involved in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Limited involvement in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Does not participate in the process for setting grade, school and district learning goals and in developing plans to meet these goals.

Revised: May 24, 2018

II.   Working with Staff

The Coach:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
a. **Trust, Respect and Relationships**	Develops relationships that are respectful and trusting and lead to several teachers assisting the coach in engaging other teachers in instructional improvement.	Develops relationships that are respectful and trusting with several contacts initiated by teachers.	Develops relationships which are fair and respectful to most staff.	Develops relationships of mistrust/disrespect so that teachers are reluctant to request assistance.
b. **Collaborating with Teachers**	Initiates and is responsive to collaboration with classroom teachers in the design of highly effective instructional lessons and units through planning and in-class modeling. Shares best practices.	Initiates and responds to collaboration with classroom teachers in the design of effective instructional lessons and units. Shares best practices.	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Declines to collaborate with classroom teachers in the design of instructional lessons and units.
c. **Assessment Analysis**	Works with colleagues to analyze and use formative assessment data to fine-tune teaching, re-teach, and help differentiate instruction for students. Is able to model this element.	Works with colleagues to use data from formative assessments to adjust teaching and re-teach if necessary.	Looks over students' tests with colleagues to see if there is anything that needs to be retaught.	Does not participate in analyzing assessment results with colleagues.
d. **Reflection**	Reflects with colleagues on the effectiveness of lessons, units and interventions, and continuously works to improve instruction. Is able to model this element.	Reflects on the effectiveness of lessons, units, and interventions and continuously works to improve instruction..	At the end of a teaching unit, thinks about what might have been done better.	Does not draw conclusions for the future when teaching is unsuccessful.
e. **Engaging Teachers in Instructional Improvement**	Is effective in engaging teachers to acquire new instructional skills and new areas for growth through planning and in-class modeling.	Is effective in engaging teachers to acquire new instructional skills and new areas for growth through planning or in-class modeling.	Is partially successful in engaging teachers in acquiring new instructional skills and new areas for growth.	Is not successful in engaging teachers in new instructional skills.

II. Working with Staff

The Coach:

	4 **Exemplary**	3 **Proficient**	2 **Needs Improvement**	1 **Unsatisfactory**
f. **Sharing Expertise**	Models lessons and provides workshops of uniformly high quality and appropriate to the needs of the staff being served. Conducts extensive follow-up work with staff.	Models lessons and provides workshops that are of uniformly high quality and appropriate to the needs of the staff being served.	Models lessons and/or provides workshops that are of mixed quality with some of them being appropriate to the needs of the staff being served.	Models lessons and/or provides workshops that are of poor quality or are not appropriate to the needs of the staff being served or doesn't provide model lessons and workshops.
g. **Well-Structured Lessons**	Assist in the development of well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	Assist in the development of well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Assist in the development of lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Assist in the development of lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.
h. **Engagement**	Gets staff highly involved in focused work in which they are active learners, risk takers, and problem-solvers.	Has staff actively think about, discuss, and use the ideas and skills being taught.	Attempts to get staff actively involved but some students are disengaged.	Does not actively involve staff in lessons and materials used for skill or strategy practice is of low quality.
i. **Clarity**	Consistently presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.

2

III.   Family and Community Engagement
The Coach:

	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a. Respect	Shows a high level of sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of children and a strong belief each child will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents' knowledge of their children or concern about their future.
c. Expectations	Gives parents clear, user-friendly expectations for student learning, behavior, and wellness expectations.	Gives parents clear expectations for student learning, behavior, and/or wellness.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	Does not inform parents about student learning, behavior, and/or wellness expectations.
d. Involving	Regularly communicates with parents to create, share and/or identify strategies for supporting learning and development at school and home, including those who are hard to reach. Successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Informs parents of new initiatives and changes in curriculum.	Communicates with parents to create, share, and/or identify strategies for supporting and learning and development at school and home. Informs parents of new initiatives and changes in curriculum.	Sends home occasional suggestions on how parents can support learning and development at home or at school. Shares limited information related to new initiatives and changes in curriculum.	Rarely if ever communicates with parents on ways to help their children at home. Does not keep parents informed of new initiatives and curriculum changes.

III. Family and Community Engagement

The Coach:

	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
e. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the school.
f. Community Resources	Maintains a thorough and up-to-date database of community resources for families, including contact information.	Maintains a knowledge of community resources and shares this information with parents.	Has limited knowledge of community services.	Makes no effort to become knowledgeable.
g. Parent/Community Workshops	Frequently provides workshops for parents and the community to learn about the curriculum and ways to support students both in school and at home.	Regularly provides workshops for parents and the community to learn about the curriculum and ways to support students both in school and at home.	Provides occasional workshops for parents and the community to learn about the curriculum and ways to support students both in school and at home.	Does not provide workshops for parents and the community to learn about the curriculum and ways to support students both in school and at home.

Revised: May 24, 2018

IV.   Professional Culture

The Coach:	4	3	2	1
	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**
a. Reliability	Has perfect or near-perfect attendance, Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Has very good attendance, is punctual with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, has moderate absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, has many absences (state extenuating circumstances) is late, makes errors in records, and misses paperwork deadlines.
b. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Demonstrates professional demeanor, is ethical, honest, and forthright, maintains professional boundaries and keeps student information confidential.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
c. Decision-Making	In planning and decision-making at the district, school, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts.	Consistently contributes relevant ideas and expertise to planning and decision making at the district, school, and/or grade level.	May participate in planning and decision making at the district, school, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the district, school, and/or grade level only when asked and rarely contributes relevant ideas or expertise.
d. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
e. Professional Collaboration	Supports and encourages colleagues to collaborate in areas such as examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues in such work as examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning

IV.   Professional Culture

The Coach	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
f. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or does not apply new learning to practice.
g. Consultation	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.

Revised: May 24, 2018