

Rubric Instructional Coach (ED)

Name:
Job Title:

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School:

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Elementary Coach Rubric - Standards, Indicators, & Elements

Standard I: Curriculum, Planning, and Assessment

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.

Curriculum & Instruction

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

Curriculum & Instruction: Subject content knowledge

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

Curriculum & Instruction: Subject pedagogical content knowledge

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>

Curriculum & Instruction: Knowledge of best instructional practices for all students

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>

Curriculum & Instruction: Knowledge of curriculum and standards across grades

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>

Assessment: Variety of assessment methods & adjustment to practice

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>

For Literacy Coaches Intervention (Where applicable): Instruction

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>

Standard II: Facilitating Teacher Learning & School-based Curriculum Area Leadership

The coach promotes the learning and growth of students by promoting the learning and growth of teachers. The coach provides engaging, relevant, school/classroom-based embedded professional learning including coaching individuals and groups and planning and facilitating professional learning beyond the classroom setting.

Communication

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

Effective Coaching & Facilitation of Professional Learning

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
 Data meeting plans or facilitation

Effective Coaching & Facilitation of Professional Learning: Knowledge of Adult Learning Theory

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Demonstrates strong knowledge of adult learning theory. Applies and integrates knowledge of adult learning theory when designing and facilitating learning for educators. Shows understanding and is responsive to various learning styles.	Demonstrates developing knowledge of adult learning theory. Sometimes integrates knowledge and consideration for different learning styles when planning professional learning.	Lacks understanding of adult learning theory Does not consider different learning styles when planning professional learning.

Effective Coaching & Facilitation of Professional Learning: Strategic, Goal-Oriented Planning

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	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.	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.	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.

Effective Coaching & Facilitation of Professional Learning: Repertoire of Coaching Strategies

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Consistently uses protocols, a broad range of coaching strategies (i.e. modeling, co-teaching, planned observation) and structures to increase teacher content knowledge as well as pedagogical content knowledge leading to significant improvements in instructional practice. Consistently uses pre-lesson planning and debriefing sessions. Follows up with teacher(s) as needed after established coaching work to monitor progress/provide additional support of new practices.	Uses limited set of coaching strategies and/or coaching strategies selected have only some impact in improving instruction or promoting teacher ownership and reflection. Frequently skips pre-lesson consultation or post-lesson debrief.	Has very limited set of coaching strategies often limited to providing curriculum resources. Models lessons or observes in classroom without pre-lesson plan/consult or debrief.

Effective Coaching & Facilitation of Professional Learning: Promoting Reflection

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	<p>Grounds coaching conversations in evidence by providing accurate and objective descriptions of practice and the impact of student engagement and learning.</p> <p>Structures feedback and conversations with teachers to promote reflection about instructional practice and student learning by listening, paraphrasing and questioning. When leading professional learning is purposeful about planning questions ahead of time that will promote teacher learning and reflection.</p> <p>Emphasis of conversations with teachers is around developing expertise.</p>	<p>Feedback focuses primarily on teaching practices observed and suggestions about next steps and resources from coach's point of view.</p> <p>Coaching conversations involve some questioning to promote teacher reflection.</p> <p>Emphasis of conversations with teachers is around supporting teacher feelings.</p>	Dominates air time in conversation with teachers.

Learning Environment: Environment of Trust & Respect

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	<p>Develops and maintains trusting and respectful relationships with most teachers. Relationships focus on promoting growth and change.</p> <p>Consistently demonstrates cultural competency, integrity, competence, reliability and openness in relationships and interactions with teachers.</p> <p>Establishes and displays clear norms of mutual respect for professional interaction, ensuring all voices are heard.</p>	<p>Develops and maintains trusting and respectful relationships with some teachers.</p> <p>Sometimes establishes and maintains norms for professional interactions.</p>	Does not establish trusting relationships with teachers. Rarely establishes and maintains norms.

Learning Environment: Culture for Ongoing instructional improvement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	<p>Models a growth mindset and promotes culture of professional inquiry and collaboration among educators.</p> <p>Partners with principal in creating and sustaining a culture of professional inquiry</p>	Beginning to establish a culture of professional inquiry within the school or with some teams.	Coaching work does not impact culture of professional inquiry within the school.

For Literacy Coaches Reading Intervention Program Oversight: Program

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "proficient" and serves as model and resource for other coaches in this area.	<p>Uses assessment data, anecdotal observations and teacher input to identify students for intervention.</p> <p>Manages materials for reading intervention school wide and provides any necessary training and professional development.</p> <p>Coordinates scheduling of reading intervention times and communicates with relevant staff.</p> <p>Facilitates communication between classroom teachers, interventionists, parents, and other service providers.</p> <p>Regularly reviews assessment data to reevaluate use of resources; adjusts and reallocates accordingly.</p> <p>Monitors at-risk students and students previously in intervention across years and grades to ensure progress and growth.</p> <p>Data demonstrates positive growth of students' literacy skills .</p>	<p>Sometimes uses assessment data with teacher input to identify students for intervention.</p> <p>Sometimes communicates between classroom teachers, interventionists, parents and other service providers.</p> <p>Data demonstrates limited growth of students' literacy skills.</p>	<p>Does not use assessment data or teacher input to identify students for intervention.</p> <p>Does not communicate between classroom teachers, interventionists, parents and other service providers.</p> <p>Data demonstrates little to no growth of students' literacy skills .</p>

For Literacy Coaches Reading Intervention Program Oversight: Supervision

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "proficient" and serves as model and resource for other coaches in this area.	<p>Consistently observes reading intervention teachers and provides ongoing feedback about instructional practices.</p> <p>Models and coaches reading intervention teachers in effective practice.</p> <p>Meets and communicates regularly with reading intervention teachers to review student data and develop instructional plans.</p>	<p>Sometimes provides feedback about instructional practices</p> <p>Sometimes communicates with intervention teachers to review student data and develop instructional plans.</p>	<p>Rarely provides feedback about instructional practices.</p> <p>Rarely meets with intervention teachers to review student data to support instruction or give feedback.</p>

Standard III: Family and Community Engagement.

The coach promotes the learning and growth of students by supporting school communication with families about the teaching and learning of the subject. The coach models and encourages effective communication about teaching and learning in the subject area.

Engagement & Communication: Curriculum & Learning Support

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area. Initiates and organizes family events or presentations around the subject area. Is proactive in anticipating parent or family questions/concerns related to the success of the school's program in the subject area.	Provides leadership, support, and models (for teachers and principal) accurate and meaningful communication about school/district program, philosophy and approaches and about student progress. Collaborates with teachers and principal to develop and implement school-based strategies to encourage families to support student learning at home. Meets and plans with teachers/principal when needed to prepare for parent conversations about program approach, curriculum, or student progress.	Provides some leadership in communicating with parents about teaching and learning in the subject area.	Rarely attempts to participate in or support the communication between school and families about teaching and learning in the subject area.

Engagement & Communication: Effective & Culturally Proficient Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Consistently communicates respectfully with families and is sensitive to different families' cultures, values, and beliefs. Responds in a timely way to a parent question about school's program or student progress.	Tries to be sensitive to different families' cultures, values, and beliefs. Is sometimes slow to respond to parent questions.	Does not respond to parent questions or to teacher/principal requests for support with communication with families. Is insensitive to the culture and beliefs of students' families.

Standard IV: Professional Culture.

The coach promotes the learning and growth of students and teachers through ethical, culturally proficient, skilled and collaborative practice.

Reflection & Growth: Reflective Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area. Actively seeks out feedback and suggestions from colleagues to improve performance.	Consistently demonstrates a growth mindset and the capacity to reflect on and improve own practice. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Consistently seeks out opportunities to deepen knowledge base in: coaching skills, subject area content and pedagogical knowledge across grades.	Sometimes seeks out opportunities to deepen knowledge and improve coaching practice. Listens to feedback and suggestions but is not consistent in taking action.	Rarely seeks out opportunities to deepen knowledge or improve practice.

Reflection and Growth: Goal Setting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area. Individually and with colleagues builds capacity to propose and monitor challenging goals.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student, classroom, school or district data.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on limited self assessment.	Participates passively in goal-setting process or proposes goals that are vague or easy to reach.

Collaboration: Professional Collaboration

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area. Frequently volunteers and is important member of teams/committees.	Collaborates with colleagues and administrators to plan professional learning opportunities and reflect on teaching and learning practices. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.	Sometimes collaborates with colleagues and administrators.	Rarely collaborates with colleagues and administrators.

Decision-Making

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Rarely collaborates with colleagues and administrators.	Is a positive team player consistently and regularly contributes ideas, expertise, and time to the overall mission of the district.	Sometimes suggests ideas or contributes.	Rarely suggests ideas or contributes.

Professional and Shared Responsibilities: Judgement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is invariably ethical, honest, and above- board, uses impeccable judgment, and respects confidentiality.	Is consistently ethical and honest, uses good judgement, and maintains confidentiality in interactions with colleagues.	Sometimes acts in an ethically questionable manner, uses poor judgment, is less than completely honest and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, is dishonest and/or discloses confidential information.

Professional and Shared Responsibilities: Reliability and Responsibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
All of "Proficient" and can serve as a model or mentor to other coaches in this area.	Fulfills professional responsibilities thoroughly and consistently. Is punctual and reliable. Meets deadlines.	Sometimes does not completely fulfill responsibilities and/or misses deadlines.	Frequently does not complete responsibilities and/or misses deadlines.