

## **INSTRUCTIONAL COACHES PERFORMANCE ASSESSMENT**

### **READING SPECIALISTS, INSTRUCTIONAL COACHES**

The domains and components of an instructional coach's responsibilities are as follows:

#### **Planning and Preparation**

- Demonstrates knowledge of current trends in specialty area and professional development
- Demonstrates knowledge of the school's/ district initiatives, and levels of teacher skill in delivering that program
- Establishes goals for the instructional program that are based on student achievement data and are appropriate to the setting and the teachers served
- Demonstrates knowledge of resources, both within and beyond the school and district
- Plans to support the instructional program, integrated with the overall school program
- Develops a plan to monitor the implementation of the instructional program

#### **The Environment**

- Creates an environment of trust and respect
- Establishes a culture for ongoing instructional improvement
- Establishes clear procedures for teachers to gain access to instructional support
- Establishes and maintains norms of behavior for professional interactions
- Organizes physical space for workshops or training

#### **Delivery of Service**

- Collaborates with teachers in the design and planning of instructional units and lessons
- Engages teachers in learning new instructional skills
- Observes and provides relevant feedback to teachers
- Provides side-by-side coaching in a classroom setting
- Shares expertise with staff e.g., through teaching model lessons, presenting workshops, facilitating study groups
- Locates resources for teachers to support instructional improvement
- Demonstrates flexibility and responsiveness
- Designs and delivers coherent instruction

#### **Professional Responsibilities**

- Reflects on practice
- Establishes and maintains reports and records
- Coordinates work with other instructional personnel
- Participates in a professional community
- Engages in professional development
- Maintains confidentiality
- Demonstrates professionalism by advocating for students
- Meets with administrators on the status and implementation of instructional program

## Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>1a: Demonstrates knowledge of current trends in specialty area and professional development</i></b>	Instructional coach demonstrates little or no familiarity with specialty area and/or trends in professional development.	Instructional coach demonstrates general familiarity with specialty area and/or trends in professional development.	Instructional coach demonstrates thorough knowledge of specialty area and/or trends in professional development.	Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.
<b><i>1b: Demonstrates knowledge of the school's program, and levels of teacher skill in delivering that program</i></b>	Instructional coach demonstrates little or no knowledge of the school's program, or of teacher skill in delivering that program.	Instructional coach demonstrates general knowledge of the school's program, or of teacher skill in delivering that program.	Instructional coach demonstrates thorough knowledge of the school's program, or of teacher skill in delivering that program.	Instructional coach is deeply familiar with the school's program, and works to shape its future direction, and actively seeks information as to teacher skill in that program.
<b><i>1c: Establishes goals for supporting the instructional program that are based on student achievement data and appropriate to the setting and the teachers served</i></b>	Instructional coach has no clear goals for supporting the instructional program, or they are not based on student achievement data, and are inappropriate to either the situation or the needs of the staff.	Instructional coach's goals for supporting the instructional program are rudimentary, and are partially based on student achievement data and partially suitable to the situation and the needs of the staff.	Instructional coach's goals for supporting the instructional program are clear, based on student achievement data, and are suitable to the situation and the needs of the staff.	Instructional coach's goals for supporting the instructional program are highly appropriate to the situation, based on student achievement data, and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b><i>1d: Demonstrates knowledge of resources, both within and beyond the school and district</i></b>	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skill.	Instructional coach demonstrates general knowledge of resources available in the school or district for teachers to advance their skill.	Instructional coach is fully aware of resources available in the school or district and in the larger professional community for teachers to advance their skill.	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b><i>1e: Plans to support the instructional program, integrated with the overall school program</i></b>	Instructional coach has no plan to support program or plan consists of a random collection of unrelated activities with no connection to the instructional program or the needs of the school.	Instructional coach's plan for support includes a number of worthwhile activities, but some are not aligned with the instructional program or the needs of the school.	Instructional coach's plan for support is coherent and well designed to support the instructional program and the needs of specific teachers. The plan for support has been developed following consultation with administrators and teachers.	Instructional coach's plan for support is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed collaboratively with administrators, teachers, and other stakeholders.
<b><i>1f: Develops a plan to monitor the implementation of the instructional program</i></b>	Instructional coach has no plan to monitor the program.	Instructional coach has a rudimentary plan to monitor the instructional program.	Instructional coach's plan to monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach's plan to monitor is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

## Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>2a: Creates an environment of trust and respect</i></b>	Teachers resist the initiatives established by the coach and are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency.	Relationships between the teachers and the instructional coach are cordial, with few contacts initiated by teachers. Some teachers don't resist initiatives established by the instructional coach.	Relationships between the teachers and the instructional coach are respectful, with some contacts initiated by teachers. Teachers adopt and implement the established initiatives.	Relationships between the teachers and the instructional coach are highly respectful and trusting, with many contacts initiated by teachers. Teachers collaborate with the coach to improve and evaluate established initiatives.
<b><i>2b: Establishes a culture for ongoing instructional improvement</i></b>	Instructional coach conveys the sense that the work of improving instruction is externally mandated, and is not important to student learning or to school improvement.	Instructional coach is available to assist teachers in improving isolated instructional skills but has few expectations for continued professional inquiry.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	Instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach.
<b><i>2c: Establishes clear procedures for teachers to gain access to instructional support</i></b>	No procedures exist for teachers to access support from the instructional coach.	Some procedures, for example registering for workshops, have been established and are clear to teachers, whereas others, for example, for informal support, are not.	Instructional coach has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers, and have been developed following consultation with administrators and teachers.
<b><i>2d: Establishes and maintains norms of behavior for professional interactions</i></b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. Instructional coach does not model positive professional conduct.	Instructional coach's efforts to establish and model norms of professional conduct are partially successful.	Instructional coach has established and consistently models clear norms of mutual respect for professional interaction.	Instructional coach consistently encourages and reinforces clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b><i>2e: Organizes physical space for workshops or training, including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities.</i></b>	Instructional coach makes poor use of the physical environment and/or training equipment, resulting in loss of time and participant access. There is little alignment between the physical arrangement and the workshop activities.	Instructional coach's use of the physical environment and equipment is usually appropriate for workshop activities. There is alignment between the physical arrangement and the workshop activities.	Instructional coach makes good use of the physical environment and equipment. Close alignment between the physical arrangement and the workshop activities results in engagement of most participants in the workshop activities.	Instructional coach makes highly effective use of the physical environment and equipment, resulting in the engagement of all participants.

### Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>3a: Collaborates with teachers in the design and planning of instructional units and lessons</i></b>	Instructional coach consistently is not available or declines to collaborate with classroom teachers in the design and planning of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design and planning of instructional lessons and units when specifically asked to do so.	Instructional coach initiates collaboration with classroom teachers in the design and planning of instructional lessons and units, using a variety of resources.	Instructional coach initiates collaboration with classroom teachers in the design and planning of instructional lessons and units, using a variety of resources, and gradually releasing responsibility of effective planning to teachers.
<b><i>3b: Engages teachers in learning new instructional skills</i></b>	Instructional coach makes little to no effort to engage teachers in relevant professional learning.	Instructional coach's efforts to engage teachers in relevant professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.
<b><i>3c: Observes and provides relevant feedback to teachers</i></b>	Instructional coach declines to observe and does not provide feedback to classroom teachers.	Instructional coach occasionally observes teachers but provides little feedback that is specific and based on the goals and expectations of the instructional program. Feedback does not facilitate teacher development.	Instructional coach frequently observes teachers and provides specific feedback based on the instructional program. Feedback encourages teacher development and includes a plan for follow-up.	Instructional coach regularly observes teachers and provides specific feedback based on the instructional program and specific needs of students in the class. Feedback encourages and supports teacher development and includes a written plan for follow-up and next steps.
<b><i>3d: Provides side-by-side coaching in a classroom setting</i></b>	Instructional coach declines to work in the classroom with teachers in a side-by-side coaching role.	Instructional coach occasionally works side-by-side in the classroom, stepping in during the lesson at difficulty, but misses some opportunities to demonstrate effective practices for the teacher.	Instructional coach frequently collaborates with the classroom teacher to plan instruction and consistently steps in to support teacher at strategic points throughout lesson based on teacher need.	Instructional coach regularly collaborates with the classroom teacher to plan instruction that allows a seamless delivery. Coach and teacher work alongside one another with the coach supporting the teacher as needed throughout the lesson.
<b><i>3e: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups</i></b>	Instructional coach's model lessons and workshops are of poor quality, or are not appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops is uniformly high, and appropriate to the needs of the teachers being served. There is some variety in learning opportunities to meet the interests and needs of teachers.	The quality of the instructional coach's model lessons and workshops is uniformly high, appropriate to the needs of the teachers and includes extensive follow-up work with teachers. The variety of learning opportunities meets the interests and needs of teachers.

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>3f: Locates resources for teachers to support instructional improvement</i></b>	Instructional coach is not knowledgeable of resources and/or fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional coach locates appropriate resources for instructional improvement for teachers when asked to do so.	Instructional coach is highly proactive in locating appropriate resources for instructional improvement for teachers, anticipating their needs.
<b><i>3g: Demonstrates flexibility and responsiveness</i></b>	Instructional coach adheres to his or her, plan for support in spite of evidence of its inadequacy.	Instructional coach makes modest changes in the plan for support when confronted with evidence of the need for change.	Instructional coach makes timely revisions to the plan for support based on evidence.	Instructional coach is continually seeking ways to improve the plan for support, and makes changes as needed based on evidence provided by students, parents, or teachers.
<b><i>3h: Designs and delivers coherent instruction</i></b>	The various elements of the coach's instructional design/ lesson do not support the stated instructional goals or engage students in meaningful, relevant work; instructional plan has no defined structure.	The various elements of the coach's instructional design/ lesson support the stated instructional goals or engage students in meaningful work to a limited extent; coach's instructional plan has a recognizable structure and sequence.	A majority of the elements of the coach's instructional design/ lesson support the stated instructional goals and engage students in meaningful, relevant work; coach's instructional plan has a clearly defined structure and sequence.	All the elements of the coach's instructional design/ lesson support the stated instructional goals and engage students in meaningful work; coach's instructional plan is highly coherent, showing clear structure and sequence.

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflects on practice</i>	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<i>4b: Establishes and maintains reports and records</i>	Instructional coach does not follow procedures for establishing and maintaining reports and records. Reports are routinely late.	Instructional coach's efforts to establish and maintain records and reports are partially successful, following established procedures. Reports are usually submitted on time.	Instructional coach's records and reports are complete, following established procedures. Reports are always submitted on time.	Instructional coach anticipates and responds to teacher needs when preparing reports and records, following established procedures, and suggesting improvements to those procedures. Reports are submitted on time.
<i>4c: Coordinates work with other instructional personnel</i>	Instructional coach works in isolation, making no effort to collaborate with other instructional personnel within the school or district.	Instructional coach responds positively to the efforts of other instructional personnel within the school and district to collaborate.	Instructional coach initiates efforts to collaborate with other instructional personnel within the school and district.	Instructional coach takes a leadership role in coordinating projects with other instructional personnel within and beyond the school and district.
<i>4d: Participates in a professional community</i>	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach maintains positive and productive relationships with colleagues and actively participates in school and district events and projects.	Instructional coach assumes leadership roles with colleagues and uses influence to promote collegiality and a productive learning culture. Instructional coach makes a substantial contribution to school and district events and projects.
<i>4e: Engages in professional development</i>	Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skill.	Instructional coach's participation in professional development activities is limited to those that are convenient or are required.	Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as participating in state or national conferences.

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>4f: Maintains confidentiality</i></b>	Instructional coach does not adhere to practices that safeguard the confidentiality of specific student, teacher, and/or other data of a sensitive nature.	Instructional coach makes reasonable attempts to adhere to practices that safeguard the confidentiality of specific student, teacher, and/or other data of a sensitive nature.	Instructional coach follows practices intended to safeguard confidential student, teacher, and/or other data of a sensitive nature	Instructional coach institutes and/or consistently follows practices intended to safeguard confidential student, teacher, and other data of a sensitive nature and coaches others in doing the same.
<b><i>4g: Demonstrates professionalism by advocating for students</i></b>	Instructional coach's sense of professionalism is low. Instructional coach contributes to practices which are self-serving or harmful to students.	Instructional coach's sense of professionalism is inconsistent. Attempts to serve students are based on best information, are genuine, but are unpredictable.	Instructional coach has a strong sense of professionalism, continually working with other staff members to ensure that students, parents, and families are well served by the school and the division.	Instructional coach consistently exhibits a strong sense of professionalism; assumes a leadership role in ensuring that school and division practices serve all students, parents, and families at the highest level possible.
<b><i>4h: Meets with administrators on the status and implementation of instructional program</i></b>	Instructional coach declines to meet with administrators about the status and implementation of instructional program. Instructional coach provides little or no information on the implementation of instructional program.	Instructional coach makes reasonable attempts to meet with administrators about the status and implementation of instructional program. Communications provide limited information on the implementation of instructional program.	Instructional coach frequently meets with administrators to share specific issues that relate to the status and implementation of instructional program. Meetings include recommendations for ensuring consistent and successful implementation.	Instructional coach seeks opportunities to meet and regularly meets with administrators to share specific issues that relate to the status and implementation of instructional program. Meetings include specific recommendations based on student achievement data and classroom observations. Short and long range plans for ensuring consistent and successful implementation are developed and shared.