

**Delaware Framework for Specialists
Critical Attributes and Possible Examples**

INSTRUCTIONAL COACHES

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Delaware
Department of Education



Delaware Framework for Specialists Critical Attributes and Possible Examples

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FfT) is just that, a definition of teaching that did not address the work of many specialists, including school counselors. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

Instructional coaches are essential members of the education team. Instructional coaches advocate for equity and access for all students. They are uniquely qualified to support teachers and other stakeholders in understanding high-quality instruction and enhancing teaching skills. In addition to their direct work with teachers, instructional coaches promote high-quality instruction through their leadership, advocacy and collaborative efforts.

Throughout Delaware there are various coaching models, but in all of these models instructional coaches are responsible for fostering instruction that increases student learning and positive academic dispositions. Instructional coaches carry out their work in various settings, including the classroom, professional learning communities, and with both individual and groups of teachers. Instructional coaches serve as a resource to teachers, building and district leaders, and other stakeholders through collaborative and respectful partnerships. They skillfully use a repertoire of communication skills and tools to support and accelerate teaching practices and provide equitable outcomes for all students.

In an attempt to address the specific characteristics of instructional coaches in the state of Delaware and to acknowledge the areas of alignment between the National Standards and the Delaware Specialist rubrics, a representation of instructional coaches from across the state of Delaware was consulted in the development of this document. Together with a Danielson Group Framework Specialist, the instructional coaches crafted a set of critical attributes and possible examples for each criterion across all four levels of performance. These examples are by no means meant to be exhaustive. Indeed, the broad and diverse world of instructional coaches demand development of examples from as many perspectives as possible based upon the concepts embedded in the Delaware Specialists rubrics.

This document can be used in multiple ways. Obviously, it can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The critical attributes and possible examples can also help these observers in providing specific feedback and actionable

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recommendations to specialists who provide valuable service to their school communities. Moreover, the document can help to support a common understanding between the observer and specialist on expected performances and could be used as a tool to promote professional learning. Finally, the document is meant to be a working document that can be used by specialists and observers to hone their understanding of the criteria. Specialists and observers are encouraged to add additional examples specific to the specialists' responsibilities related to the vision, mission, and/or goals of their specific LEA and/or school. By using this document in these ways, this document can be used to promote growth for the specialist and for those who observe them.

Practicing Delaware instructional coaches were consulted in the development of this rubric. Utilization of this rubric is meant to support quality instructional coaching practice and promote professional development and conversations within the school counseling community. We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

INSTRUCTIONAL COACHES:

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Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

Indicators:

- The instructional coach is deeply familiar with the district's program and works to shape its future direction.
- The instructional coach takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities.
- The instructional coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.
- The instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The program is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/ national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/ national standards, and the activities are appropriate for those being served.	The program is aligned to state/ national standards and the activities are appropriate for those being served and are shared with a

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				variety of members of the community, as applicable.
Critical Attributes	<ul style="list-style-type: none"> The instructional coach provides minimal support in planning, implementing, and monitoring team and school-wide professional learning. The instructional coach does not consider learners or current resources in planning and creates or generates materials that are disorganized and do not engage learners nor support transfer of knowledge and skills. The instructional coach does not set clear objectives or are inappropriate to the situation or the needs of the staff, and are not aligned to the strategic plan. 	<ul style="list-style-type: none"> The instructional coach supports implementing and monitoring team and school-wide professional learning based on district priorities. The instructional coach uses partial knowledge of content, learners and/or resources to create learning experiences that engage some of the learners and support partial transfer and adoption of skills. Instructional coach sets objectives that are rudimentary and are partially suitable to the situation and the needs of the staff. Objectives may be aligned to the strategic plan. 	<ul style="list-style-type: none"> The instructional coach participates in planning, implementing and monitoring team and school-wide professional learning based on district priorities. The instructional coach gathers knowledge of content, learners, and resources to create learning experiences that support transfer and adoption of skills for groups of learners. The organization and detail of learning materials enhance engagement. The instructional coach sets objectives that are clearly communicated and matched to the situation, the needs of individual teachers, and are aligned to the strategic plan. 	<ul style="list-style-type: none"> The instructional coach, in collaboration with LEA personnel, facilitates efforts to develop a vision and goals for their instructional programming that reflects evidence-based practices. The instructional coach takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities. The instructional coach gathers knowledge of content, learners, and resources to develop differentiated learning experiences that support teachers in integrating evidence based practices into their teaching. The learning experiences are designed to allow learners to follow different pathways based on their level of prior knowledge. The instructional coach set objectives that are highly

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				appropriate to the situation, to the needs of the staff, and are aligned to the strategic plan. They have been developed in consultation with administrators and colleagues and reflect effective practices in current research.
Possible Examples	<ul style="list-style-type: none"> The instructional coach, teacher and/or Leadership teams do not examine multiple data to inform instruction or set goals. During the process of adopting high-quality instructional materials, the instructional coach assists in piloting, preparing for reviews, procuring and distributing materials, gathering data. The instructional coach provides a one-time demonstration of an instructional strategy with no plan for follow-up. The instructional coach does not design professional growth goals for working with staff. 	<ul style="list-style-type: none"> The instructional coach, teacher and/or Leadership teams examine multiple data to inform instruction or set goals. During the process of adopting high-quality instructional materials, the instructional coach assists in piloting, preparing for reviews, procuring and distributing materials, training leaders and teachers, and gathering data. The instructional coach provides ongoing professional development sessions to support a yearlong instructional focus but does not support individual teachers in implementation. The instructional coach sets professional growth goals for working with staff that may not 	<ul style="list-style-type: none"> The instructional coach, teacher and/or Leadership teams examine multiple data to inform instruction, set goals and occasionally monitor progress. During the process of adopting high-quality instructional materials, the instructional coach assists in piloting, developing the rubric, preparing for reviews, determining a plan for assessment and grading, determining a plan for training leaders and teachers, establishing the coaching plan, gathering data, and making adjustments. The instructional coach collaborates with the leadership team to design a long-term instructional plan that includes professional 	<ul style="list-style-type: none"> The instructional coach, teacher, and/or Leadership teams examine multiple data to inform instruction, set goals and regularly monitor progress. During the process of adopting high-quality instructional materials, the instructional coach assists in developing the rubric, piloting, preparing for reviews, setting goals, roles, and monitoring plan, determining a plan for assessment and grading, determining a plan for training leaders and teachers, establishing the coaching plan, gathering data, and making adjustments. The instructional coach provides opportunities to involve all stakeholders in designing a long-term

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	<ul style="list-style-type: none"> The instructional coach, while planning with a teacher in a conference, is unable to speak to a topic's progression (e.g., ratio and proportional reasoning) at a specific grade level in their content area. 	<p>be consistent with the goals of the school and district.</p> <ul style="list-style-type: none"> The instructional coach, while planning with a teacher in a conference, can speak to a topic's progression (e.g., ratio and proportional reasoning) at a specific grade level in their content area. 	<p>development sessions and individual support through the before, during, and after cycle of consultation.</p> <ul style="list-style-type: none"> The instructional coach works with the administrator to set clear, focused professional growth goals for working with the staff that are consistent with the goals of the school and district. The instructional coach, while planning with a teacher in a conference, can speak to a topic's development (e.g., ratio and proportional reasoning) at their grade level bands in their content area. 	<p>instructional plan that includes professional development sessions and individual teacher support through the before, during, and after cycle of consultation.</p> <ul style="list-style-type: none"> The instructional coach and teacher collaboratively set professional growth goals for individual teacher growth that are aligned with school and district goals. The instructional coach, while planning with a teacher, in a conference, can speak to a topic's development (e.g., ratio and proportional reasoning) across grade level bands in their content area.
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1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

Indicators

- The instructional coach demonstrates thorough knowledge of their discipline and discipline-specific pedagogy.
- The instructional coach encourages others in developing knowledge, and skills related to their discipline.
- The instructional coach demonstrates thorough knowledge of theories and models of adult learning.

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- The instructional coach adheres to the state’s adopted standards of professional learning standards when designing and facilitating adult learning experiences.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	The instructional coach demonstrates little knowledge or familiarity with discipline specific pedagogy.	The instructional coach demonstrates basic familiarity with discipline specific pedagogy and trends in professional development.	The instructional coach demonstrates thorough knowledge and application of current research in discipline specific pedagogy and trends in professional development.	The instructional coach’s knowledge and consistent application of current research in discipline specific pedagogy and trends in professional development is wide and deep.
Possible Examples	<ul style="list-style-type: none"> • When leading a workshop on Every Pupil Response Strategies, the instructional coach does not establish meaning or purpose for the workshop. The instructional coach is limited in their ability to speak knowledgeably about the Every Pupil Response strategies and/or when to use them. No guidance is provided for implementation. 	<ul style="list-style-type: none"> • When leading a full staff workshop the instructional coach tells faculty that the administration asked them to present on Every Pupil Response strategies. The instructional coach provides 10 minutes for the team to practice and reflect and tells them that implementation will be monitored via walk-throughs. 	<ul style="list-style-type: none"> • When leading a full staff workshop on Every Pupil Response strategies, the instructional coach first draws a connection between that day’s learning and the LEA’s goals, mission, or vision, includes 30 minutes in the agenda for teachers to practice new skills and reflect, and allows teachers to choose what strategy they will commit to implement. 	<ul style="list-style-type: none"> • When leading a full staff workshop on Every Pupil Response strategies, the instructional coach first draws a connection between that day’s learning and the LEA’s goals, mission, or vision, provides a video or reading that makes connections to what they already know, creates opportunities for teachers to share past experiences within and between grade levels , includes

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	<ul style="list-style-type: none"> When leading a mathematics team on providing students with an opportunity to demonstrate the standards of mathematical practice, the math coach makes no connection established to the Algebra 1 lesson used by the team and no time is allocated for practice and/or reflection. The literacy coach teaches a model social studies lesson using unrelated social studies content from a web-based content library employing a discussion strategy with little evidence base during a teacher's absence. There is no discussion about the lesson afterward. 	<ul style="list-style-type: none"> When leading a mathematics team on providing students with an opportunity to demonstrate the standards of mathematical practice to a lesson in Algebra 1, the math coach reviews the agenda items, establishes community agreements but does not revisit them, and time allocated for skill building and practice/reflection is unbalanced. With the goal of improving the effectiveness of small group discussions, the literacy coach brings the social studies teacher an evidenced-based strategy unaware of the instructional content. They co-plan the lesson using the strategy. The teacher and literacy coach co-teach the lesson. Their evaluation of the success of the lesson is informal and superficial. 	<ul style="list-style-type: none"> When leading a mathematics team on providing students with an opportunity to demonstrate the standards of mathematical practice to a lesson in Algebra 1, the math coach connects the learning to previous challenges and questions the team has raised, establishes and uses community agreements, and engages team members in naming their individual challenges and areas for growth. With the goal of improving the effectiveness of small group discussions, the literacy coach and social studies teacher review suitable evidence-based strategies for the instructional content and then co-plan a lesson using the selected strategy, Collaborative Reasoning. The teacher and literacy coach choose to co-teach the lesson. They debrief afterward on the implementation of the strategy and its impact on the small group discussions and make suggestions for improvement. 	<p>45 minutes in the agenda for teachers to practice new skills and reflect, and allows teachers to choose what strategy they will commit to implement.</p> <ul style="list-style-type: none"> When leading a mathematics team on providing students with an opportunity to demonstrate the standards of mathematical practice to a lesson in Algebra 1, the math coach connects the learning to previous challenges and questions the team has raised, invites team members to take on roles and responsibilities that match their skill set, and engages team members in a consultancy protocol to provide professional insight and feedback. With the goal of improving the effectiveness of small group discussions, the literacy coach and social studies teacher review suitable evidence-based strategies for the instructional content and then co-plan a lesson using the selected strategy, Collaborative Reasoning. The teacher and
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				<p>literacy coach choose to co-teach the lesson. They debrief afterward on the implementation of the strategy and its impact on the small group discussions. The teacher and the literacy coach makes plans to revisit the strategy with improvements and with the teacher implementing the lesson and the coach observing.</p>
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1c. Demonstrating Knowledge of Students or Clients (Optional)

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Indicators:

- The instructional coach determines teaching staff needs and uses that information while planning.
- The instructional coach demonstrates knowledge of diversity, equity, and colleagues' interests, and applies that knowledge in planning.
- The instructional coach collects information from a variety of sources and refers to this information when considering adaptations or accommodations.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> The instructional coach demonstrates little to no knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership. The instructional coach demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity. 	<ul style="list-style-type: none"> The instructional coach demonstrates limited knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership. The instructional coach demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity. 	<ul style="list-style-type: none"> The instructional coach demonstrates knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership The instructional coach demonstrates knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity. 	<ul style="list-style-type: none"> The instructional coach demonstrates deep knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership. The instructional coach demonstrates extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.
<p>Possible Examples</p>	<ul style="list-style-type: none"> The instructional coach does not question or survey staff about professional development needs. Instructional coach provides resources to staff that are unrelated to the needs of students. The instructional coach is unfamiliar with specific, equitable teaching practices or how familiar 	<ul style="list-style-type: none"> The instructional coach questions or surveys the staff to ascertain their needs but does not fully integrate results into planning for professional support. The instructional coach presents professional development sessions to staff that are based on the needs of students as evidenced by data that may be outdated or irrelevant. 	<ul style="list-style-type: none"> The instructional coach develops and conducts a professional development needs survey for the staff about their knowledge and skills using equitable classroom practices, and uses the results, along with pertinent school data, to plan for professional support. The instructional coach uses current and relevant data including walkthrough notes, student achievement, and 	<ul style="list-style-type: none"> The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to collaboratively plan for professional support with staff. The instructional coach works with teachers to analyze all available student data in order to construct, implement and monitor a plan that addresses student needs.

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	<p>teaching practices (e.g., cooperative learning strategies and using graphic organizers) contribute to establishing equitable classroom conditions.</p> <ul style="list-style-type: none"> The instructional coach does not monitor that staff has set professional goals. 	<ul style="list-style-type: none"> The instructional coach can model and support teachers in implementing equitable classroom practices such as using multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content (e.g., Thumbs Up, Unison response, etc.) and using wait time. The instructional coach monitors that staff has set professional goals by having them email their goals to review. 	<p>common assessments to plan professional development for staff and one-to-one coaching conversations.</p> <ul style="list-style-type: none"> The instructional coach can model and support teachers in implementing equitable classroom practices such as asking higher order questions of each student and acknowledging all students' comments, responses, questions, and contributions. The instructional coach collaborates with staff to set professional goals. 	<ul style="list-style-type: none"> The instructional coach can model and support teachers in implementing equitable classroom practices such as giving effective, specific oral and written feedback that prompts improved performance and providing multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard. The instructional coach collaborates with staff to set, monitor and adjust professional goals.
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1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Indicators:

- The instructional coach is aware of resources in the district and in the larger professional community for teachers to advance their skills.
- The instructional coach supports external and internal resources for professional learning to enhance existing resources to achieve student-learning goals.
- When appropriate and possible, the instructional coach supports and facilitates teachers' ability to use technology to engage and motivate all learners.

	Ineffective	Needs Improvement	Effective	Highly Effective
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Rubric	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach’s knowledge of resources and instructional approaches is limited to what is provided by the school. ● The instructional coach demonstrates little to no knowledge of healthy and appropriate media usage for school-age children. ● The instructional coach demonstrates little or no familiarity with resources to enhance knowledge. 	<ul style="list-style-type: none"> ● The instructional coach has limited and/or emerging knowledge of available resources and evidence-based instructional approaches to provide teachers in their work to address the needs of their students. ● The instructional coach adheres to LEA safe media usage policies and procedures. ● The instructional coach demonstrates some familiarity with the resources available in the school or district. The coach does not seek to extend his/her own knowledge beyond what is readily available. 	<ul style="list-style-type: none"> ● The instructional coach employs his/her knowledge of available resources and evidence-based approaches to coach teachers in designing, selecting, implementing, and evaluating instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings. ● The instructional coach facilitates and coaches teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways. ● The instructional coach is fully knowledgeable in locating resources available through the school, district, community, or externally (such as the internet) to enhance 	<ul style="list-style-type: none"> ● The instructional coach advises leaders in designing, selecting, implementing, and evaluating both core and supplemental programming that address the needs of all students because of their deep knowledge of available resources and evidence-based instructional approaches. ● The instructional coach facilitates and coaches teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways and advocates for and provides information and training in media literacy for families and the community. ● The instructional coach searches for evidence-based resources beyond the school, district, and community to

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			his/her own knowledge and provide support to teachers.	enhance his/her own learning and utilize in coaching and professional development.
Possible Examples	<ul style="list-style-type: none"> The instructional coach is unaware of PD within the school and district and is unable to address a targeted audience. The instructional coach does not share with staff information or resources that address the needs of staff and students. The instructional coach's knowledge of technology use in the classroom is limited to technology-as-reward and technology-as-isolated drill- and-practice frameworks. The instructional coach has little or no knowledge of available resources to support coaching practice. 	<ul style="list-style-type: none"> The instructional coach rarely participates in PD within the school and district about resources and evidence-based practices and gives basic overviews to a targeted audience. The instructional coach shares with staff information to select, implement, and evaluate instructional approaches, interventions, and supplemental programs that address the needs of staff and students. The instructional coach can create learning activities with technology that enable students to learn independently. The instructional coach uses school 	<ul style="list-style-type: none"> The instructional coach participates in LEA provided PD about curricular resources (ex: <i>Bridges in Mathematics</i>), interventions (<i>Wilson Reading</i>) and evidence-based practices (ex: reciprocal teaching) and then presents these to a targeted audience. The instructional coach collaborates with staff to design, select, implement, and evaluate instructional approaches, interventions, and supplemental programs that address the needs of staff and students. The instructional coach can create learning activities with technology that enable students to learn independently, to be creative, 	<ul style="list-style-type: none"> The instructional coach regularly identifies and participates in PD within the school and district about resources and evidence-based practices and presents to a targeted audience. The instructional coach consistently collaborates with staff to design, select, implement, and evaluate instructional approaches, interventions, and supplemental programs that address the needs of staff and students. The instructional coach can create learning activities with technology that enable students to learn independently, to be creative, and to think critically. The

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		<p>provided technology during professional learning activities</p> <ul style="list-style-type: none"> The instructional coach uses outdated or irrelevant resources to support coaching practice. 	<p>and to think critically. The coach uses school provided technology during professional learning activities and complements school-provided resources with carefully chosen external resources.</p> <ul style="list-style-type: none"> The instructional coach knows where to find appropriate resources for improving coaching practices (i.e. networking, professional reading, conference participation). 	<p>coach uses school provided technology during professional learning activities and complements school-provided resources with carefully chosen external resources. The coach models positive interactions face-to-face and online.</p> <ul style="list-style-type: none"> The instructional coach evaluates the appropriateness of resources based on the needs of the school or district and engages in self-assessments of coaching skills to better serve the school community.
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1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and plans for the use of those assessments.

Indicators:

- The instructional coach facilitates and collaborates with teachers to develop common formative and summative assessments.
- The instructional coach supports consistent and timely feedback to students.

	Ineffective	Needs Improvement	Effective	Highly Effective
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Rubric	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach promotes educator knowledge of summative assessment and summative assessment tools only. 	<ul style="list-style-type: none"> ● The instructional coach facilitates educator’s knowledge of summative and ongoing assessment tools and their appropriate applications. 	<ul style="list-style-type: none"> ● The instructional coach fosters educators’ knowledge of assessment by identifying multiple purposes of assessment and how to employ appropriate tools and techniques both in the classroom and at the system’s level. 	<ul style="list-style-type: none"> ● The instructional coach fosters educators’ knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences within a balanced assessment system.
Possible Examples	<ul style="list-style-type: none"> ● The instructional coach does not discuss the use of assessment to inform instruction. ● The instructional coach shares an assessment with the teacher without regard to student learning objectives, standards, or learning outcomes. ● The instructional coach and teacher do not use assessments to inform classroom practice. Feedback to students is non-existent. 	<ul style="list-style-type: none"> ● Teacher and instructional coach sporadically use simple formative assessments such as “thumbs up/thumbs down” or exit slips to analyze student learning. ● The instructional coach collaborates with teachers to develop summative assessments with no follow-up to support instruction. ● The instructional coach and teacher use assessments inconsistently and ineffectively to inform classroom practice. Feedback to students is limited 	<ul style="list-style-type: none"> ● Teacher and instructional coach develop formative assessments to consistently analyze student learning (e.g., rubrics, checklists, one-minute essays, slates, etc.) and communicate and share outcomes with students. ● The instructional coach collaborates with teachers to develop a cycle of formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction. 	<ul style="list-style-type: none"> ● The instructional coach supports the teacher in developing strategies that encourage student self-assessment and student goal setting. ● The instructional coach collaborates with teachers to develop differentiated formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction. ● In collaboration with the instructional coach, the

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		and general (e.g., “You did a good job today on your math problems.”).	<ul style="list-style-type: none">• The instructional coach initiates dialogue in the after session with the teacher to reflect on effectiveness of the assessment(s) to inform classroom practice. Students are aware of how assessments are used to evaluate their work.	teacher uses information from the assessment (e.g., exit tickets) to assess, plan and create lessons that move student learning forward. Students own the assessment results.
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Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

Indicators:

- Relationships with the instructional coach are respectful and trusting.
- Teachers have initiated contacts with the instructional coach.
- The instructional coach facilitates collaborative interaction among team members during the learning process.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students/

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	stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above.	Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	<ul style="list-style-type: none"> • Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the instructional coach. • Standards of conduct have not been established. Learner participation is not monitored. The instructional coach's response to staff is inconsistent or is disrespectful. • The instructional coach fails to promote an environment that cultivates equity and access for all. 	<ul style="list-style-type: none"> • Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the instructional coach. • Standards of conduct have been established but not clearly communicated or consistently reinforced. The instructional coach inconsistently manages learner participation. The instructional coach's response to staff may be inappropriate. • The instructional coach makes inconsistent effort to be sensitive to the cultural backgrounds and needs of the school community. 	<ul style="list-style-type: none"> • Interactions with building staff demonstrate general trust and respect. Staff seeks support from the instructional coach. The instructional coach maintains a positive, confidential relationship with stakeholders and colleagues. • Standards of conduct have been established, communicated and reinforced. The instructional coach consistently manages learner participation. The instructional coach's response to staff is appropriate and professional. • The instructional coach displays sensitivity to the cultural backgrounds and needs of the school community. 	<ul style="list-style-type: none"> • Interactions with the educational community are highly respectful and demonstrate a deep understanding of building needs and levels of skill development. The instructional coach contributes to the culture of the school where all staff feel valued and comfortable taking intellectual risks. • Standards of conduct have been developed with staff participation. The instructional coach consistently but subtly manages learner participation. The instructional coach's response to staff is highly effective and sensitive to the learner's needs. • The instructional coach advocates for a school community that cultivates equity and access for all.

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Possible Examples	<ul style="list-style-type: none"> ● There is no evidence of teacher and instructional coach working together. ● The instructional coach does not maintain confidentiality with teachers or administrators. ● The instructional coach provides professional development session and participants are observed checking emails, texting, and engaging in side conversations throughout the session. ● There are no norms in place and teachers are disrespectful to the instructional coach or one another. 	<ul style="list-style-type: none"> ● The instructional coach solicits some teacher interactions, mostly in large group situations. ● The instructional coach shares general information about teacher practice to an administrator. ● The instructional coach facilitates discussion during a professional development using a round-robin sharing strategy. ● The instructional coach mentions norms at the beginning of a session or meeting but does not monitor that participants adhere to them. 	<ul style="list-style-type: none"> ● Teachers seek interaction with the instructional coach as opposed to the instructional coach approaching teachers. ● The instructional coach maintains confidentiality and models language and behaviors that demonstrate respect and rapport, including the use of paraphrases and open-ended questions. ● The instructional coach facilitates discussion using various protocols (e.g tuning protocol, paraphrase passport, etc.) during a professional development session and the instructional coach observes high levels of participant engagement. ● The instructional coach establishes norms to effectively manage professional development sessions or meetings with teachers and monitors the adherence of the norms. 	<ul style="list-style-type: none"> ● As a result of working with an instructional coach, teachers collaborate regularly demonstrating shared ownership of learning. ● Teachers maintain confidentiality and replicate the language and behaviors used by the instructional coach to demonstrate respect and rapport in teacher-to-teacher interactions. ● The instructional coach facilitates discussion using a protocol (i.e. conflict conversation template) during the professional development session and teachers indicate high levels of engagement on an exit survey. ● The instructional coach and teachers collaboratively establish norms to effectively manage professional development sessions or meetings with teachers and hold each other accountable for adhering to the norms.
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2b. Demonstrating Flexibility and Responsiveness (Optional)

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

Indicators:

- The instructional coach employs learning designs to develop individual and team knowledge, skills, and dispositions.
- The instructional coach makes revisions to the support program when it is needed.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the specialists blames the students/ stakeholders or the environment.	The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.	The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/ stakeholders. The specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant. The specialist has a broad repertoire of strategies.	The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach focuses on an instructional design without alignment to adult learner needs or outcomes. 	<ul style="list-style-type: none"> ● The instructional coach is invested in the success of adult learners; however, adjustments to instructional design are inconsistently made with partially successful results. 	<ul style="list-style-type: none"> ● The instructional coach promotes the progress of all adult learners, making adequate adjustments to instructional design. The instructional coach accommodates adult questions, needs, and interests. 	<ul style="list-style-type: none"> ● The instructional coach promotes the successful progress of all adult learners, making seamless adjustments to instructional design. The instructional coach accommodates learner questions and needs, using an extensive repertoire of instructional strategies and tools.

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<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The instructional coach adheres to his plan, in spite of evidence of its inadequacy, inappropriateness, or irrelevancy. ● The instructional coach spends much of the time in the coaching office and responds only when teachers approach with specific needs. ● During a professional development seminar, the instructional coach does not provide resources for participants and instead tells them they can find more information on the internet. ● The instructional coach plans a lesson planning PLC, recognizes that teachers may not want administrators present, and fails to respond. Teachers do not share their ideas because of the administrator's presence. 	<ul style="list-style-type: none"> ● The instructional coach makes modest adjustments resulting from teacher interactions when confronted with evidence of the need for change. ● Instructional coach works with the teachers but does not align the coaching work with the individual or school-wide needs. ● During a professional development seminar, the instructional coach attempts to provide resources but lacks deep knowledge of the topic. ● The instructional coach plans a lesson planning PLC, recognizes that teachers may not want administrators present, and asks administration if they would mind not participating in the PLC due to teacher discomfort. 	<ul style="list-style-type: none"> ● The instructional coach interacts regularly with teachers, elicits suggestions via a needs assessment and collaborative inquiry about teacher needs, and plans accordingly for one-on-one and small group work. ● The instructional coach is cognizant of the needs of the building, provides opportunities to address those needs, and offers a variety of instructional strategies to address those needs. ● During a professional development seminar, the instructional coach offers further resources and opportunities to delve deeper into the topic including links to several websites and blogs. ● The instructional coach plans a lesson planning PLC, recognizes that teachers may not want administrators present, and develops a protocol to establish a safe environment. 	<ul style="list-style-type: none"> ● Teachers initiate collaborative conversations with the instructional coach who welcomes, extends, and adapts strategies to meet the changing needs of teachers via ongoing conversations about teacher needs and providing differentiated support in one-on-one and small group work. ● Using core standards, the teachers and instructional coach work together to identify future needs and build a professional development plan to address those needs. ● During a professional development seminar, participants request additional information on a given topic and the instructional coach offers further resources including copies of articles from the current edition of the Mathematics Teacher and opportunities to delve deeper into other topics. ● The instructional coach plans a lesson planning PLC and recognizes that teachers may not want administrators
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				present after conducting a survey, establishes a protocol where all parties are welcome in a safe environment.
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2c. Communicating Clearly and Accurately (Optional)

Verbal and written communication is clear and appropriate to students’ or clients’ ages, backgrounds, needs, and/or levels of understanding.

Indicators:

- Directions, procedures, and explanations are presented clearly and effectively with teachers and/or administrators.
- The instructional coach communicates skillfully, accurately, and appropriately.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The purpose of the communication is unclear or confusing to the students/stakeholders. It may contain inappropriate language and/or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students’/ stakeholders’ knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
Critical Attributes	<ul style="list-style-type: none"> • Communications are inappropriate for coaching interactions. 	<ul style="list-style-type: none"> • Communications are sometimes inappropriate and inconsistent for coaching interactions. 	<ul style="list-style-type: none"> • Communications are appropriate and consistent for coaching interactions and based on audience needs. 	<ul style="list-style-type: none"> • Communications include real time differentiation and delivery based on coaching needs.
Possible Examples	<ul style="list-style-type: none"> • During a professional development session and/or co-teaching session, the instructional coach uses inaccurate instructional terminology and/or supports 	<ul style="list-style-type: none"> • During a professional development session and/or co-teaching session, the instructional coach uses accurate instructional terminology and/or appropriate instructional 	<ul style="list-style-type: none"> • During a professional development session and/or co-teaching session, the instructional coach engages in ongoing conversation with teachers using effective and appropriate instructional 	<ul style="list-style-type: none"> • During a professional development session and/or co-teaching session, the instructional coach uses a gradual release model and shows evidence that teachers are explaining to

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	<p>inappropriate instructional strategies.</p> <ul style="list-style-type: none"> The instructional coach’s spoken or written language contains errors in syntax and/or grammar. 	<p>strategies without explaining the meaning and/or use.</p> <ul style="list-style-type: none"> The instructional coach’s spoken or written language is correct but with limited vocabulary or not fully appropriate to the situation. 	<p>strategies and academic vocabulary.</p> <ul style="list-style-type: none"> The instructional coach’s spoken or written language is clear and correct and uses vocabulary appropriate to the situation 	<p>other teachers’ research-based instructional strategies and use relevant academic vocabulary.</p> <ul style="list-style-type: none"> The instructional coach’s spoken or written language is clear, correct, appropriate, and expressive. There is evidence of academic vocabulary use by teachers.
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2d Delivery of Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Indicators:

- The instructional coach applies their knowledge of adult learning and leadership and the state standards for professional learning.
- The instructional coach attends to setting or context to promote effective collaboration.
- The instructional coach ensures all participants have the needed resources, materials, and processes for successful outcomes.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well	The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of	The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are

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	ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	with some loss of time. Standards of conduct may be established but are not consistent. National standards/ models of delivery are present and beginning to be implemented.	conduct are established and generally consistent. National standards/ models of delivery are present and support the success of the program.	seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.
Critical Attributes	<ul style="list-style-type: none"> ● Activities, assignments, and materials are inappropriate for instructional outcomes or teacher’s current level of understanding. The learning session has no structure or is poorly paced. ● Ineffective management of the learning environment results in significant loss of time for professional learning. Routines are not established and teachers are neither collaborative nor productive. The instructional coach does not have a clear procedure for staff to access support. ● When in a position to control the physical space, the instructional coach 	<ul style="list-style-type: none"> ● Activities, assignments, and materials are somewhat appropriate for the instructional outcomes or teacher’s current level of understanding. The learning session has some structure but not consistently maintained. ● Inconsistent management of the learning environment results in the loss of time for professional learning. Routines may be established but not implemented consistently. Some teachers are collaborative and productive. The instructional coach has established procedures for some types of support. ● When in a position to control the physical space, the instructional coach organizes the physical environment to 	<ul style="list-style-type: none"> ● Activities, assignments, and materials are consistently appropriate for the instructional outcomes and teacher’s current level of understanding. Teachers are engaged and the structure for learning session is coherent and appropriate to the audience. ● Effective management of all learning environments results in active learning. Routines are clearly established and most teachers are collaborative and productive. The instructional coach has established clear procedures for collaborative data collection, analysis, and decision-making. ● When in a position to control the physical space, the instructional coach organizes 	<ul style="list-style-type: none"> ● Throughout the learning session, teachers are engaged and contribute to the activities, materials, and assignments. The learning session is differentiated to meet the needs of all learners. Teachers initiate self-reflection and course correction where necessary. ● The learning environment has been developed with participant input. Transitions are seamless and active learning is present. Routines are clearly established and all learners are collaborative and productive. Procedures for access to support are clear to all staff and have been developed following consultation with administrators and teachers.

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	<p>does not organize the physical environment.</p> <ul style="list-style-type: none"> The instructional coach asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion. 	<p>accommodate group size, but does not align with the learning goals and/or desired outcomes.</p> <ul style="list-style-type: none"> The instructional coach uses some effective questioning and discussion techniques and the audience is inconsistently engaged in discussions. 	<p>the physical environment to align with the learning goals and desired outcomes of the session.</p> <ul style="list-style-type: none"> The instructional coach uses effective questioning and discussion techniques to probe more deeply and encourage metacognition. 	<ul style="list-style-type: none"> When in a position to control the physical space, the instructional coach and teachers collaboratively organize the physical environment to align with the learning goals and enhance the desired outcomes of the session. The instructional coach facilitates a discussion using proven and effective questioning and discussion techniques and invites audience to deepen the reflective learning through metacognitive discourse.
Possible Examples	<ul style="list-style-type: none"> The instructional coach lectures for 45 minutes during a professional development activity using generic strategies and resources. The instructional coach provides whole or small group professional development but does not work individually with teachers. 	<ul style="list-style-type: none"> The instructional coach provides only 15 minutes out of the hour session for participation and active engagement using strategies and resources that are relative to content but inconsistent with teacher needs. The instructional coach does not consistently collaborate and reflect with teachers before and after a classroom visit. 	<ul style="list-style-type: none"> The instructional coach provides frequent opportunities for participation and active engagement using strategies and resources relative to content and consistent with teacher needs (e.g., coaching to conform, for practice, or for transformation). The instructional coach collaborates and reflects with teachers before and after classroom visits. 	<ul style="list-style-type: none"> The instructional coach provides ongoing opportunities for teachers to collaborate and/co-facilitate sustained professional learning that extends past the professional learning session. The teacher initiates the before, during and after cycle with the coach and other teachers to plan for and reflect on lessons.

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<ul style="list-style-type: none"> ● There are no protocols in place and the instructional coach does not attempt to engage participants. ● The instructional coach chooses a space and/or arrangement, which impedes engagement and/or participation in discussions. ● The teacher and instructional coach meet in the hallway between classes to debrief an observation. ● The instructional coach only models the use of closed-ended questions as a primary strategy and does not use clarifying, probing, or reflective questions. 	<ul style="list-style-type: none"> ● The instructional coach mentions protocols (e.g., ORID data protocol, consultancy protocol, etc.) at the beginning of a session or meeting, but does not monitor the effectiveness of the protocols. ● The instructional coach chooses an appropriate space and attempts to arrange the environment to promote interactive participation in the workshop or group collaborative discussion(s) with inconsistent results. ● The space selected by the coach for individual meetings with teachers is randomly chosen based on availability without consideration for privacy, comfort and/or resources. ● The instructional coach infrequently uses clarifying, probing, or reflective questions. 	<ul style="list-style-type: none"> ● The instructional coach implements protocols to effectively manage professional development sessions or meetings with teachers and monitors effectiveness of the protocols (i.e., consultancy protocol, DYADS, ORID data protocol, feedback protocol, decision-making protocols, etc.). ● The instructional coach chooses an appropriate space and arranges the environment to promote interactive participation in the workshop or group collaborative discussion (i.e. one large table or small configurations). ● The space selected by the coach for individual meetings with teachers is private, comfortable and has access to necessary resources. ● The instructional coach frequently poses clarifying, probing, or reflective questions that stimulate teacher participation and collegial sharing (e.g., <i>Did I hear you correctly when you said...?</i>, 	<ul style="list-style-type: none"> ● Teachers initiate the ongoing collaboration with the instructional coach before, during and after classroom visits. ● The instructional coach and teachers collaboratively determine and implement protocols to effectively manage professional development sessions or meetings with teachers and collaboratively monitor the effectiveness of the protocols. ● The instructional coach provides evidence to document that teachers emulate the model provided by the coach in-group sessions and purposefully arranges the classroom environment to promote student interactive participation and/or collaborative discussion(s). ● The space used for individual meetings with teachers is mutually agreed upon, is private, comfortable, and has access to necessary resources.
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			<i>What sort of impact do you think...? What is the value of...?)</i>	<ul style="list-style-type: none">• Teachers and the instructional coach use clarifying, probing, or reflective questions during their interactions to guide inquiry about teaching practice.
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Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

3a. Collaborating with Others (Optional)

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

Indicators:

- The instructional coach meets with colleagues about the impact of individual and collective professional learning on student achievement.
- The instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> The instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. 	<ul style="list-style-type: none"> The instructional coach conveys that professional learning is done in isolation. 	<ul style="list-style-type: none"> The instructional coach promotes a culture of professional inquiry in which teachers seek assistance to continually improve their instructional skills. 	<ul style="list-style-type: none"> The instructional coach establishes a culture of professional inquiry in which the staff initiate learning activities (such as a professional learning community) to be undertaken with the support of the instructional coach.
<p>Possible Examples</p>	<ul style="list-style-type: none"> The instructional coach reports to the principal about teacher weaknesses and needs. The instructional coach works in isolation and provides only resources without any connection to learning goals or outcomes. The coach does not encourage teachers to take “risks” in the implementation of new curriculum and strategies in their own instruction. The coach does not recommend professional development for teachers. 	<ul style="list-style-type: none"> Teachers seek out the instructional coach to complain about working conditions but not instructional issues. The instructional coach makes connections between resources and learning goals or outcomes but provides limited opportunities for teachers to collaborate. The instructional coach encourages teachers to take “risks” in the implementation of new curriculum and strategies in their own instruction. The instructional coach rarely recommends professional development. 	<ul style="list-style-type: none"> Teachers view the instructional coach as a confidential and credible resource for instructional improvement. The instructional coach engages teachers in conversations tied to learning goals or outcomes and provides a variety of opportunities for teachers to collaborate on professional growth (e.g., book/article study, PLC, before, during and after coaching cycles, peer collaboration, etc.). A teacher is willing to take “risks” in the implementation of new curriculum and strategies in their own instruction with support from the instructional coach. 	<ul style="list-style-type: none"> The number of teachers with whom the instructional coach works continues to increase. As a result of working with the instructional coach, teachers regularly engage in conversations tied to their own learning goals or outcomes and continually collaborate to make adjustments in instructional practice. A teacher initiates taking “risks” in the implementation of new curriculum and strategies with support from the instructional coach using a variety of resources (i.e., protocols, projects). The instructional coach recommends professional on differentiation to a teacher, based on student data, who

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			<ul style="list-style-type: none"> The instructional coach regularly recommends professional development based on teacher needs. 	needs assistance in that area and attends the professional development session with the teacher.
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3b. Serving as a Consultant to the School Community (Optional)

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

Indicators:

- The instructional coach maintains positive and productive relationships with colleagues.
- The instructional coach contributes to the development of a social architecture of a collaborative culture for individuals, teams, school wide and district teams.
- The instructional coach builds awareness of strong evidence-based instructional practices, routines, and programs with families, school board members, and administration.
- The instructional coach demonstrates how issues of equity and access impact the school and beyond and provides leadership and support to teachers, schools, families, and communities.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialists declines or resists serving as a consultant to the school community.	The specialist serves as a consultant to the school community, but the services may be inconsistent.	The specialist serves as a consultant to the school community and shares expertise with others frequently.	The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	<ul style="list-style-type: none"> Interpersonal relationships with colleagues are negative or self-serving. The instructional coach avoids participating in the professional community, 	<ul style="list-style-type: none"> The instructional coach participates in the professional learning communities with no follow-up or support to the members of the community. Relationships with colleagues 	<ul style="list-style-type: none"> The instructional coach takes a leadership role in Professional Learning Communities in the school. Professional relationships are consistently characterized by mutual 	<ul style="list-style-type: none"> The instructional coach researches and develops PLC's within the school and establishes a climate of professional inquiry in the school. The instructional coach cultivates a climate of mutual

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	<p>school and district events and projects.</p> <ul style="list-style-type: none"> • The instructional coach does not take initiative to create partnerships with teachers or leaders to advocate for effective instructional programs, practices, policies. • The instructional coach is unable to identify or suggest resources that promote equitable instructional practices. 	<p>are cordial to fulfill required duties.</p> <ul style="list-style-type: none"> • The instructional coach inconsistently participates in school and district events and projects. • The instructional coach works with teachers and other school leaders in a limited capacity to advocate on behalf of students, families, and communities for effective programs, practices, and policies. • The instructional coach's inconsistently advocate for equitable practices at both the classroom and systems level. 	<p>support, cooperation, positivity, and respect.</p> <ul style="list-style-type: none"> • The instructional coach volunteers to participate in school and district events and projects. • The instructional coach facilitates and works with teachers and other school leaders to advocate on behalf of students, families, and communities for effective programs, practices, and policies. • The instructional coaches advocate for equitable practices at both the classroom and systems level. 	<p>support, cooperation, positivity, and respect.</p> <ul style="list-style-type: none"> • The instructional coach leads school and district events and projects. • The instructional coach makes extensive use of partnerships with school, LEA, community, and external resources to advocate on behalf of students, families, and communities for effective programs, practices, and policies. • The instructional coach proactively and routinely advocates for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.
Possible Examples	<ul style="list-style-type: none"> • The instructional coach attends professional learning opportunities without being an active participant. • A teacher reports that she is not willing to work with the instructional coach due 	<ul style="list-style-type: none"> • The instructional coach participates in professional learning without supporting implementation or further research. • A teacher reports that she is uncomfortable working with the instructional coach although complies.. 	<ul style="list-style-type: none"> • The instructional coach co-plans and co-facilitates a PLC and supports teachers in implementing the content of the PLC. • Teachers voluntarily report that the instructional coach has established a supportive and non-evaluative relationship. 	<ul style="list-style-type: none"> • The instructional coach builds capacity of teachers to establish and lead their own PLC's within the school community. • The instructional coach has established a school-wide reputation based on respect,

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	<p>to their professional relationship.</p> <ul style="list-style-type: none"> • The instructional coach does not participate on building committees or in any school or district events. • The coach does not seek to educate themselves or other teachers on the contents of the state’s ESSA plan. • The coach is unfamiliar or not confident in how to remove barriers that allow for all students to access the content standards of instruction at either the classroom level (e.g., Universal Design for Learning) or at the systems level (e.g. MTSS as opposed to tracking). 	<ul style="list-style-type: none"> • The instructional coach attends school or district events and committees. • The instructional coach provides information on local Title IV programs and activities in partnership with community based services and organizations that support access to a well-rounded education (e.g., music and the arts, STEM, summer learning, accelerated learning programs, college and career guidance). • The instructional coach models the application of UDL principles when planning instruction for students at the unit and lesson level or for adults during meetings and professional learning sessions only. The instructional coach educates herself on MTSS procedures. 	<ul style="list-style-type: none"> • The instructional coach is an active member in the school leadership committee (e.g. School Improvement Team, Building Leadership Team, etc.). • The instructional coach assists in developing local Title IV programs and activities in partnership with community based services and organizations that support access to a well-rounded education (e.g., music and the arts, STEM, summer learning, accelerated learning programs, college and career guidance). • The instructional coach models the application of UDL principles when planning instruction for students at the unit and lesson level and for adults during meetings and professional learning sessions. The instructional coach educates herself and others on implementing effective practices in an MTSS model. 	<p>expertise, dependability and trust.</p> <ul style="list-style-type: none"> • The instructional coach regularly co-plans and/or co-facilitates the school leadership’s committee meetings. • The instructional coach advocates at the state level for a fully funded Title IV, Art A program to ensure LEAs have the resources necessary to provide enrichment and support for students. • The instructional coach promotes the application of the UDL principles as integral to effective core Tier 1 instruction and serves on the MTSS problem-solving team.
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3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

Indicators:

- The instructional coach compiles and shares accurate, credible, and relevant information about resources and/or services with colleagues in the school and/or district.
- The instructional coach initiates collaboration with classroom teachers in the design and/or skillful implementation of instructional lessons and units.
- The quality of the instructional coach’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.
- The instructional coach encourages teachers to use supports and resources and has establishes clear procedures for them to gain access to these services.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so. The specialist is not accessible to students/ stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/ stakeholder when requested to do so. The specialist is accessible to the students/ stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach is unable to share resources relating to research, policy, and practice. ● The instructional coach provides limited supports 	<ul style="list-style-type: none"> ● The instructional coach shares potentially outdated research, policy, and practice resources with colleagues and other stakeholders inconsistently. 	<ul style="list-style-type: none"> ● As a critical consumer of research, policy, and practice, the instructional coach shares findings with colleagues and other stakeholders. 	<ul style="list-style-type: none"> ● As a critical consumer of research, policy, and practices, the instructional coach proactively and routinely shares findings with colleagues and other stakeholders.

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	<p>to address each individual staff member’s areas of need related to implementation.</p> <ul style="list-style-type: none"> • The instructional coach fails to promote high-quality professional learning for staff. • The instructional coach fails to contribute to structures and systems to support professional learning. 	<ul style="list-style-type: none"> • The instructional coach employs multiple types of support to address each individual staff member’s areas of need related to implementation, upon request. • The instructional coach promotes high-quality professional learning with staff and students. • The instructional coach supports colleagues in understanding and implementing conditions for effective individual and team professional learning. 	<ul style="list-style-type: none"> • The instructional coach employs multiple classroom support to align with teachers’ needs and concerns. • The instructional coach promotes high-quality professional learning with staff, students, and system leaders. • The instructional coach establishes with colleagues or principal, school-based conditions for effective individual, team, and school-wide professional learning (eg., resources, policies, annual calendars, schedules, procedures and structures). 	<ul style="list-style-type: none"> • The instructional coach tailors classroom support to align with teachers’ needs and concerns. • The instructional coach promotes high-quality professional learning with staff, students, parents, and system leaders. • The instructional coach establishes with colleagues and the principal, school-based conditions for effective individual, team, and school-wide professional learning (e.g., policies, annual calendars, schedules, procedures and structures).
Possible Examples	<ul style="list-style-type: none"> • The instructional coach does not approach the role as a learner and therefore is unaware of updated resources or how to locate them. • The instructional coach is not familiar enough with the curricular resources to lead a team through unpacking a unit of instruction. 	<ul style="list-style-type: none"> • The instructional coach approaches his role as a learner but is unsure how to critically examine the provided information or discriminate information gathered from among the various sources. • The instructional coach leads a grade-level, content-specific team through unpacking a unit in the curricular resources to determine the unit outcomes and deliverables only. 	<ul style="list-style-type: none"> • The instructional coach maintains a regular professional reading habit and can locate appropriate information from a variety of credible sources to address a problem of practice. • The instructional coach leads a grade-level, content-specific team through unpacking a unit in the curricular resources to determine the unit outcomes and deliverables, highlights 	<ul style="list-style-type: none"> • The instructional coach maintains a regular professional reading habit and can locate appropriate information from a variety of credible sources to address a problem of practice and understand the limitations of each resource and the practical implications. • The instructional coach leads a grade-level, content specific team through unpacking a unit

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	<ul style="list-style-type: none"> • The instructional coach models a poor quality lesson on narrative writing techniques using mentor texts that fails to meet students’ or teacher’s needs. • The instructional coach fails to respond to teacher’s request for a Looking at Student Work protocol at a team meeting. • The instructional coach does not co-plan with teachers to present to parents at Curriculum Night. • The instructional coach does not introduce herself to staff. • The instructional coach is unwilling to accommodate teachers’ schedule or unable due to added unrelated duties (e.g., coordinating assessments, writing substitute plans). 	<ul style="list-style-type: none"> • The instructional coach models a lesson on narrative writing techniques using mentor texts with no co-planning or debrief discussions. • The instructional coach facilitates a Looking at Student Work protocol at a team meeting to determine strategies to address teachers’ needs with no follows-up at future meetings or progress monitoring. • The instructional coach co-plans with teachers to present to parents at Curriculum Night. • The instructional coach introduces herself through a handout or e-mail. • The instructional coach waits for the teacher to initiate scheduling and then tries to find a mutual time to meet with the teacher. • The instructional coach provides e-mail as the only means of contact information. 	<p>critical lessons and instructional strategies, and plans for gaps and misconceptions.</p> <ul style="list-style-type: none"> • The instructional coach models a lesson on narrative writing techniques using mentor texts based on the teacher’s request with an informal debrief discussion. • Teachers notice a deficit on number sense. The instructional coach facilitates a Looking at Student Work protocol at a team meeting to determine strategies to address teachers’ needs, follows up at future meetings, and monitors progress. • The instructional coach co-plans with teachers to present to parents at Curriculum Night and follows up with teachers to support their future needs. • The instructional coach holds meeting and provides a handout for staff introducing and describing her roles and responsibilities. 	<p>in the curricular resources to determine the unit outcomes and deliverables, highlights critical lessons and instructional strategies, plans for gaps and misconceptions, and plans for classroom specific differentiation.</p> <ul style="list-style-type: none"> • The instructional coach co-plans then models a lesson on narrative writing techniques using mentor texts with an extensive structured debrief session. • The instructional coach facilitates a Looking at Student Work protocol at a team meeting to identify student deficits and determine strategies to address teachers’ needs, follows up at future meetings, and monitors progress. • The instructional coach co-plans with teachers to present to parents at Curriculum Night. The instructional coach attends and co-facilitates with the teacher and provides extensive feedback.
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	<ul style="list-style-type: none"> The instructional coach does not offer contact information. 		<ul style="list-style-type: none"> The instructional coach looks at the master schedule and determines times to meet with teachers. The instructional coach provides a phone number, e-mail, location and other contact information on ways she is available to staff. 	<ul style="list-style-type: none"> The instructional coach and administrative team hold an introductory meeting and provides a handout describing roles and responsibilities of the instructional coach for staff. The instructional coach takes initiative to formally collect input from teachers using a survey or questionnaire in order to adjust her scheduling. The instructional coach provides her outlook calendar access, current phone number, e-mail, location and other contact information on ways she is available to staff.
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3d. Maintaining Professional Standards

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

Indicators:

- The instructional coach shows professionalism, including integrity and confidentiality.
- The instructional coach promotes an expectation of confidentiality for individuals and teams participating in the coaching process.
- The instructional coach maintains current and valid credentials, as appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
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<p>Rubric</p>	<p>The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.</p>	<p>The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.</p>	<p>The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.</p>	<p>The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The instructional coach does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. The instructional coach fails to comply with school, district or state regulations. 	<ul style="list-style-type: none"> ● The instructional coach is honest and well intentioned in contributing to decisions in the school. The instructional coach is beginning to support stakeholders. The instructional coach needs reminders to comply with school, district, or state regulations. 	<ul style="list-style-type: none"> ● The instructional coach consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school, district and state regulations. 	<ul style="list-style-type: none"> ● The instructional coach is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school, district and state regulations.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The instructional coach shares judgmental information about a teacher with the principal and copies of confidential improvement plan documents with others. ● The instructional coach does not survey participating teachers and feedback from teachers indicates that they do not agree that the instructional coach can be trusted to 	<ul style="list-style-type: none"> ● The instructional coach shares evaluative information on the teacher/coach contract or agreement document with the principal. ● The instructional coach, when asked by the auditor for confidential improvement plan documents, provides copies. ● At the end of the year, the instructional coach sends an anonymous survey to participating teachers and they 	<ul style="list-style-type: none"> ● The instructional coach maintains confidentiality by only sharing appropriate information in a teacher/coach contract or agreement with the principal. ● The instructional coach, when asked by the auditor for confidential improvement plan documents, provides copies with confidential information redacted. 	<ul style="list-style-type: none"> ● The instructional coach maintains confidentiality by only sharing appropriate information in a teacher/coach contract or agreement with the principal. ● The instructional coach, when asked by the auditor for confidential improvement plan documents, forwards the request to their supervisor.

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	<p>maintain norms of confidentiality.</p> <ul style="list-style-type: none"> • The instructional coach makes decisions based on self-serving interests. • This instructional coach misrepresents the extent of their expertise in his area of specialty. 	<p>all agree that the instructional coach can be trusted to maintain norms of confidentiality.</p> <ul style="list-style-type: none"> • The instructional coach's decisions are based on limited though genuinely professional considerations. • The instructional coach maintains a valid teaching license and has independently pursued professional learning opportunities in their chosen area of specialty. 	<ul style="list-style-type: none"> • At the end of several coaching cycles, through an anonymous survey, participating teachers all strongly agree that the instructional coach can be trusted to maintain norms of confidentiality. • The instructional coach maintains an open mind and participates in team and departmental decision-making. • The instructional coach maintains valid teaching license credentials and has completed coursework or endorsements specific to their areas of specialty (e.g., math, literacy, instructional technology). 	<ul style="list-style-type: none"> • At the end of several coaching cycles, through an anonymous survey, participating teachers all strongly agree that the instructional coach can be trusted to maintain norms of confidentiality. • The instructional coach takes on a leadership role and helps to ensure that school decisions are based on the highest professional standards. • The instructional coach maintains valid teaching license credentials and has completed advanced coursework specific to his areas of specialty (e.g., math, literacy, instructional technology).
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3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Indicators:

- The instructional coach assists and collaborates with teachers in analyzing assessment data to inform classroom instruction and set teacher goals.
- The instructional coach assists and collaborates with school and district leaders in interpreting assessment data to inform and evaluate instruction and LEA improvement initiatives.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach does not create a plan or the plan is inappropriate to evaluate the professional development. The instructional coach does not use assessment data to plan future learning activities. ● The instructional coach is not involved in the interpretation of student achievement data to inform school-wide decisions 	<ul style="list-style-type: none"> ● The instructional coach's evaluation plan is partially aligned to instructional outcomes but are not made clear. The instructional coach uses a single type of assessment data, which limits planning for the future professional development and coaching support. ● The instructional coach assists and collaborates with school leaders in the interpretation of summative data to inform school-wide decisions. 	<ul style="list-style-type: none"> ● The instructional coach regularly plans for learner assessment with clear criteria aligned with instructional outcomes. The instructional coach uses both formative and summative assessment data to plan for future professional development and coaching support. ● The instructional coach assists and collaborates with school leaders and teachers in the interpretation of reliable and valid assessment data, both summative and formative, to inform classroom and school wide decisions, instruction, and interventions. 	<ul style="list-style-type: none"> ● The instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development or coaching support on an ongoing basis. ● The instructional coach assists and collaborates with school and LEA leaders, and teachers in the interpretation of reliable and valid assessment data to inform classroom and school wide decisions, instruction, and interventions.

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<p>Possible Examples</p>	<ul style="list-style-type: none"> • The instructional coach decides to focus on an instructional strategy with no reflection on needs. • The instructional coach does not provide feedback to teachers in a debriefing session following a lesson. • The instructional coach does not request feedback from team members/workshop participants or does not regularly use the feedback in planning future services. • The instructional coach does not reflect upon the success or failure of a coaching cycle. • The instructional coach does not facilitates the interpretation of summative data in a decision-making body. 	<ul style="list-style-type: none"> • The instructional coach has a specific impression that all teachers need more training on intentionally removing scaffolds. • In a debriefing session, the instructional coach provides general feedback to the teacher (e.g., “Your students were engaged.”) and alludes to the “turn and talk “strategy as a generic solution. • The instructional coach requests feedback from team members/workshop participants in ways that offer limited actionable responses. • The instructional coach informally reflects upon the success of a coaching cycle recording their impressions in a journal. • The instructional coach occasionally facilitates the interpretation of summative data in the instructional leadership team or the use of protocols is inconsistent. 	<ul style="list-style-type: none"> • After a series of classroom visits, the instructional coach notices that many teachers are struggling with intentionally removing scaffolds, and determines to provide planning support in individual coaching interactions or larger group professional development. • After co-teaching a lesson, the instructional coach debriefs with the teacher and recommends the use of response cards, and screening/benchmark data for grouping, including the benefits and potential challenges of each. • The instructional coach routinely collects feedback from team members/workshop participants and uses this feedback to plan future meetings/sessions. • The instructional coach determines a coaching cycle was successful after observing the teacher is now proficient in establishing routines and rituals. 	<ul style="list-style-type: none"> • Teachers have self-reported to the instructional coach that they are struggling with intentionally removing scaffolds. The instructional coach then collaborates with teachers to problem-solve and develop plans for regular implementation of removing scaffolds. • After co-teaching a lesson, the instructional coach uses a debrief protocol with the teacher and recommends the use of response cards, and screening/benchmark data for grouping, including the benefits and potential challenges of each. • The instructional coach routinely collects feedback from team members/workshop participants in multiple formats and uses this feedback to plan future meetings/sessions. The instructional coach explains in next session what adjustments were made because of the provided feedback. • At the end of a coaching cycle, the instructional coach surveys
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Delaware Framework for Specialists Critical Attributes and Possible Examples

			<ul style="list-style-type: none"> The instructional coach facilitates the interpretation of summative data in the instructional leadership team using data protocols (e.g., ORID, Datawise) and decision-making using collaborative decision making protocols. The instructional coach uses these same or similar protocols to lead content and/or grade-level specific teams in the analysis of relevant data. 	<p>teachers and/or team of teachers and uses their feedback to increase the time for structured debrief sessions.</p> <ul style="list-style-type: none"> The instructional coach facilitates the interpretation of summative data in the instructional leadership team using data protocols (e.g., ORID, Datawise) and decision-making using collaborative decision making protocols. In addition, they advise on the interpretive limitations of each standardized data set.
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Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

4a. Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

Indicators:

- The instructional coach provides frequent information about the program to stakeholders.
- The instructional coach provides information in formats accessible to stakeholders using understandable language and terms.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner.	The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond.

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				Information is provided in a timely manner and is thorough.
Critical Attributes	<ul style="list-style-type: none"> The instructional coach fails to explain program information and reports, in both written and oral form. The instructional coach fails to communicate with stakeholders, (e.g., school staff, administrators). 	<ul style="list-style-type: none"> The instructional coach explains program information and reports, in both written and oral form, in vague and imprecise terms The instructional coach inconsistently communicates with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs, etc. 	<ul style="list-style-type: none"> The instructional coach explains program information and reports, in both written and oral form, in a clear and accurate manner. The instructional coach consistently communicates in a timely manner with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders. 	<ul style="list-style-type: none"> The instructional coach consistently explains program information and reports, in both written and oral form, in a clear and accurate manner. The instructional coach welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.
Possible Examples	<ul style="list-style-type: none"> The instructional coach does not communicate with staff regarding evidence-based instructional strategies. The instructional coach does not communicate with administration or communicates confidential records with administration. 	<ul style="list-style-type: none"> The instructional coach inconsistently communicates with some staff regarding evidence-based instructional strategies. When the administrator initiates, the instructional coach communicates non-confidential information with the administrator. 	<ul style="list-style-type: none"> The instructional coach consistently communicates with all staff regarding evidence-based instructional strategies through an online monthly newsletter including links to current research, articles, and blogs. The instructional coach meets with administrators on a bi-monthly basis and shares non-confidential information. 	<ul style="list-style-type: none"> The instructional coach develops and cultivates a system that produces a culture of open communication and collaboration among staff regarding evidence-based instructional strategies using online chat groups, Twitter feeds, etc. The instructional coach advocates for a system of regular weekly communication

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	<ul style="list-style-type: none"> The instructional coach provides general observations about the lesson in a judgmental manner with no consideration for timeliness. 	<ul style="list-style-type: none"> Within one week of observing a lesson, the instructional coach provides general observations and noticing about the lesson in a positive or corrective manner in either person or using digital formats. 	<ul style="list-style-type: none"> Within 24 hours after observing a lesson, the instructional coach provides observations about specific parts of the lesson in a positive and corrective manner in either person or using digital formats. 	<p>with the administrators and assists in implementation resulting in achievement of school-wide goals.</p> <ul style="list-style-type: none"> Within 24 hours after observing a “during” a lesson (e.g., using bug-in-ear technology), the instructional coach provides observations about specific parts of the lesson in a positive and corrective manner either in person or using digital formats.
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4b. Recording Data in a Student Record System (Optional)

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Indicators:

- Records are organized, accurate, and maintained in appropriate data systems.
- Reports are submitted on time.
- The instructional coach shares data appropriately with stakeholders.
- The instructional coach’s reports/budgets are complete, anticipate all expenditures and follow established procedures.
- The instructional coach anticipates and responds to teacher needs when preparing reports/budgets and suggests improvements to the procedures.

	Ineffective	Needs Improvement	Effective	Highly Effective
.Rubric	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining	The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are	The record keeping system is complete and effective. The information on progress of students/stakeholders/ program is complete and used to effectively	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress.

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	information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	accurate but require frequent monitoring by the specialist to avoid errors or confusion.	report progress. The information is effectively used to improve the program or services.	The input from others is used to improve services.
Critical Attributes	<ul style="list-style-type: none"> The instructional coach does not have a method for maintaining coaching records or the records are disorderly, causing errors and confusion. The instructional coach does not maintain and submit records/reports in a timely manner when requested. 	<ul style="list-style-type: none"> The instructional coach has a rudimentary or ineffective method for maintaining coaching records that is only partially effective. The instructional coach inconsistently maintains and submits records/reports. 	<ul style="list-style-type: none"> The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan. The instructional coach consistently maintains and submits records/reports in a timely manner. 	<ul style="list-style-type: none"> The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan and provides data for future coaching interactions. The instructional coach consistently makes records/reports available to stakeholders to support self-advocacy and future planning.
Possible Examples	<ul style="list-style-type: none"> There is no process for maintaining records. The instructional coach does not submit weekly coaching logs. The instructional coach does not document any work with teachers. The instructional coach does not maintain a daily coaching schedule. 	<ul style="list-style-type: none"> The instructional coach continues to change their process for maintaining accurate records in an unproductive effort to find an efficient method. Weekly coaching logs are sometimes submitted on time. The instructional coach keeps confidential records and does not routinely log coaching interactions with teachers. 	<ul style="list-style-type: none"> The instructional coach has a process for maintaining and submitting required coaching documents including summaries from team meetings about team goals and focus for the next month. The weekly coaching logs are submitted into SharePoint on time. The instructional coach has a systematic way to keep confidential records and log 	<ul style="list-style-type: none"> The instructional coach has an updated portfolio of all required documents (e.g. weekly log, mutual expectations, schedules, etc.). The weekly coaching logs are submitted into SharePoint on time with suggestions for increasing the efficiency and reducing redundancies of required documentations. The instructional coach uses the confidential records to

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		<ul style="list-style-type: none"> The instructional coach maintains an incomplete or inaccurate coaching schedule. 	<p>coaching interactions with teachers.</p> <ul style="list-style-type: none"> The instructional coach maintains an accurate schedule to facilitate scheduling with teachers. 	<p>identify trends and needs of teachers, which drive professional development.</p> <ul style="list-style-type: none"> The instructional coach maintains an accurate schedule and advocates with the administrator and director to ensure staff needs remain the first priority.
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4c. Growing and Developing Professionally (Optional)

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

Indicators:

- The instructional coach seeks opportunities to enhance his or her expertise and to stay current in the field.
- The 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.
- The instructional coach invites feedback from colleagues and administrators.
- The instructional coach participates in school, district, and/or state committees, where appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond.	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required.	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting.	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the

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Critical Attributes and Possible Examples

				professional learning community at the local and state level.
Critical Attributes	<ul style="list-style-type: none"> The instructional coach does not participate in professional learning activities. The instructional coach is not a member of a school/LEA/ or state professional committees/organizations. The instructional coach fails to employ feedback from school leaders and teachers to improve their practice. 	<ul style="list-style-type: none"> The instructional coach participates in professional learning activities that are convenient or required and makes limited contributions to the profession. The instructional coach is a member of a school/LEA/ or state professional committees/organizations. The instructional coach minimally uses feedback from school leaders and teachers to improve their practice. 	<ul style="list-style-type: none"> The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research. The instructional coach is an active member of school/LEA/state professional committees/organizations. The instructional coach uses feedback from school leaders and teachers to improve their practice. 	<ul style="list-style-type: none"> The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning and originates activities that contribute to the profession. The instructional coach has a leadership role in school/LEA/state professional committees/organizations. The instructional coach consistently uses feedback from school leaders and teachers to improve and enhance their practice.
Possible Examples	<ul style="list-style-type: none"> The English/language arts coach is not interested in accessing professional resources for personal growth such as attending the NCTE conference and reading “The English Journal”. 	<ul style="list-style-type: none"> The English/language arts coach attends a Delaware Writing Project event, but does not share any of the new ideas with colleagues. The mathematics coach chooses to attend a session on implementing mathematical 	<ul style="list-style-type: none"> The English/language arts coach attends a national education conference on the Writing Workshop, reads the book, and applies the approach in a model classroom for colleagues. 	<ul style="list-style-type: none"> The ELA coach develops and submits a presentation proposal on disciplinary literacy in English/Language Arts to the International Literacy Association, which is accepted for the fall conference.

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	<ul style="list-style-type: none"> The mathematics coach chooses not to attend a session on implementing mathematical discourse as suggested by her Director. The literacy coach models a small group lesson on blends and digraphs instructional strategy, but provides no opportunities for collegial feedback and reflection. 	<p>discourse based on her Director’s feedback.</p> <ul style="list-style-type: none"> The literacy coach models a small group lesson on blends and digraphs, then solicits collegial feedback, but does not consider this feedback for future sessions. 	<ul style="list-style-type: none"> The mathematics coach chooses to attend a session on implementing mathematical discourse based on self-reflection. The literacy coach models a small group lesson on blends and digraphs and provides a template for collegial feedback and reflection. This feedback contributes to the instructional coach’s personal professional growth. 	<ul style="list-style-type: none"> The mathematics coach chooses to attend a session on implementing mathematical discourse based on self-reflection and takes the initiative to share her experiences during a DE state-level cadre meeting. The literacy coach and a team of teachers collaborate on blends and digraphs and invites colleagues to visit in order to provide objective feedback and reflection. This process contributes to the professional growth of all involved.
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4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Indicators:

- The instructional coach accurately assesses his or her effectiveness using the various components of the DPAS II Framework for Specialists.
- The instructional coach assesses his or her own performance against state/national standards (e.g., *The ILA Standards for Middle and High School Literacy Coaches*)
- The instructional coach combines ongoing personal reflection and feedback from teachers and administrators to continually refine coaching practice.
- The instructional coach makes specific suggestions as to how their coaching practice might be improved.
- The instructional coach sets goals to improve his or her professional practice and monitors progress toward these goals.

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	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not know whether the program was effective, or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met.	The specialist has a generally accurate impression of the program’s effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle.	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.
Critical Attributes	<ul style="list-style-type: none"> ● The instructional coach does not reflect on the effectiveness of his/her professional practice or her reflections are self-serving. ● The instructional coach does not consider that his/her practice could be improved. 	<ul style="list-style-type: none"> ● The instructional coach consistently reflects on the effectiveness of his/her professional practice. ● The instructional coach is beginning to consider that his/her practice could improve. 	<ul style="list-style-type: none"> ● The instructional coach reflects on the effectiveness of his/her professional practice. ● The instructional coach acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators. 	<ul style="list-style-type: none"> ● The instructional coach consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. ● The instructional coach demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.
Possible Examples	<ul style="list-style-type: none"> ● The instructional coach does not reflect on her practice and assumes all is well since no one has 	<ul style="list-style-type: none"> ● The instructional coach informally reflects on her practice in conversation with other coaches. 	<ul style="list-style-type: none"> ● The instructional coach maintains a weekly reflection log to progress monitor. 	<ul style="list-style-type: none"> ● The instructional coach maintains a weekly reflection log to self-monitor progress, identify successes, and/or

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	<p>shared any concerns with her.</p> <ul style="list-style-type: none"> • The instructional coach does not reflect on faculty meeting presentations offered throughout the year. • The instructional coach neither seeks nor reflects upon participants' feedback after the workshop. • The instructional coach does not design any evaluation for the professional development stating, "The teachers are required to come anyway." 	<ul style="list-style-type: none"> • The instructional coach reflects on faculty meeting presentations throughout the year with the prompting of the administrator. • The coach is asked how the workshop went and replies, "Good, everyone came." The instructional coach designs an end-of-session evaluation for teachers, but does not use the data for the next month's workshop. 	<ul style="list-style-type: none"> • The instructional coach reflects on faculty meeting presentations offered throughout the year and shares reflections with her administrator. • After a workshop, the instructional coach seeks participants' feedback, both in a survey and email questionnaire, and uses it to improve future PD offerings. • The instructional coach has a plan in place to implement changes for future professional development based on formative and end-of-session evaluations and through follow-up one-on-one coaching sessions with the teachers. 	<p>challenges and predicts their impact on teaching.</p> <ul style="list-style-type: none"> • The instructional coach reflects on a faculty meeting presentations offered throughout the year and shares reflections with her administrator. The instructional coach and administrator use the reflections to establish goals for future faculty meetings. • Coach seeks and shares professional learning feedback after a workshop from and with teachers, then offers solutions for better meeting teacher interests and needs. • The instructional coach has a plan in place to implement changes to future professional development based on formative and end-of-session evaluations and through one-on-one coaching sessions. The instructional coach has a plan to monitor implementation of new learning.
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