Instructional Coach Performance Evaluation Rubric

The **Instructional Coach Performance Evaluation Rubric** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the Instructional Coach. Evidence will be collected in a digital portfolio, which will be discussed at pre and post conference. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, Instructional Coaches should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING

		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING** (Standard 4: Instruction)	The coach does not demonstrate a clear focus for student/teacher learning. The coach does not demonstrate a clear understanding of the Ohio's New Learning Standards.	The coach communicates a focus for student/teacher learning, develops learning objectives that are appropriate for students/teachers and reference the Ohio's New Learning Standards, but do not include measureable goals.	The coach demonstrates a focus for student/teacher learning, with appropriate learning objectives that include measurable goal(s) for student/teacher learning aligned with the Ohio's New Learning Standards. The coach demonstrates the importance of the goal and its appropriateness for students/teachers.	The coach establishes challenging and measurable goal(s) for student/teacher learning that aligns with the Ohio's New Learning Standards and reflects a range of student learner needs. The coach demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills. The coach aligns the Ohio's New Learning Standards to the planning, pacing, and curriculum.
	Evidence Examples: Agendas/meeting minutes/TBT notes/lesson plans				
	ASSESSMENT DATA (Standard 3: Assessment)	The coach does not plan for the assessment of student/teacher learning or does not analyze student/teacher learning data to inform lesson plans. The coach does not use or only uses one measure of student performance.	The coach explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The coach uses more than one measure of student performance but does not appropriately vary assessment approaches, or the coach may have difficulty analyzing data to effectively inform instructional planning and delivery.	The coach demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The coach employs a variety of formal and informal assessment techniques to collect evidence of students'/teachers' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	The coach purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the coach assists the teacher to use assessment data to identify student strengths and areas for student growth. The coach has extensive knowledge of various assessments, the use of data, and assists teachers in utilizing them effectively.
	Evidence Examples: Documentation of collaboration with teachers/TBT notes/Mastery Connect data/student groupings				

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)** **Coach as teacher instructing students**	The coach's lesson does not build on or connect to students' prior knowledge, or the coach may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	The coach makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	The coach makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The coach plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.	The coach uses the input or contributions of families, colleagues, and other professionals, in understanding each learner's prior knowledge and supporting their development. The coach makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The coach plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs.
	Evidence Examples: instructional framework/classroom observation/literacy night/conferences				

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**KNOWLEDGE OF STUDENTS** (Standard 1: Students)	The coach demonstrates a lack of familiarity with students' and teachers' backgrounds and has made no attempts to find this information.	The coach demonstrates some familiarity with students' and teachers' background knowledge and experiences and describes one procedure used to obtain this information.	The coach demonstrates familiarity with students' and teachers' background knowledge and experiences and describes multiple procedures used to obtain this information.	The coach demonstrates an understanding of the purpose and value of learning about students' and teachers' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.
		The coach's plan for instruction does not demonstrate an understanding of students' and teachers' development, preferred learning styles, and/or student and teacher backgrounds/prior experiences.	The coach's instructional plan draws upon a partial analysis of students' and teachers' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students and teachers in the classroom.	The coach's instructional plan draws upon an accurate analysis of the students' and teachers' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	The coach's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The coach plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual/groups of students and teachers.
	Evidence Examples: Pre-conference with teacher, TBT, differentiation, lesson plans				

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)** **Coach as teacher and facilitator**	The coach's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The coach uses language that fails to engage students/teachers, is inappropriate to the content, and/or discourages independent or creative thinking. The coach fails to address student/teacher confusion or frustration and does not use effective questioning techniques.	The coach's explanations are accurate and generally clear but the teacher may not fully clarify information based on students'/ teachers' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The coach re-explains topics when students/teachers show confusion, but is not always able to provide an effective alternative explanation. The coach attempts to employ purposeful questioning techniques, but explanations may be unclear.	The coach's explanations are clear and accurate. The coach uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The coach effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The coach employs effective, purposeful questioning techniques during instruction.	The coach's explanations are clear, coherent, and precise. The coach uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The coach accurately anticipates confusion by presenting information in multiple formats and clarifying content before students/teachers ask questions. The coach develops high-level understanding through effective uses of varied levels of questions.
	Evidence Examples: teacher survey after PD, observations, notes from meeting with teacher				
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)	The coach does not attempt to make the lesson accessible and challenging to students/teachers, or attempts are developmentally inappropriate.	The coach relies on a single strategy or alternate set of materials to make the lesson accessible to most students/teachers, though some students/teachers may not be able to access certain parts of the lesson and/or some may not be challenged.	The coach supports the learning needs of students/teachers through a variety of strategies, materials, and/or pacing that make learning accessible and challenging.	The coach matches strategies, materials, and/or pacing to students'/teachers' individual needs, to make learning accessible and challenging. The coach effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students/teachers will demonstrate mastery.
	Evidence Examples: coach log, student or teacher work, lesson plans before & after, compare data points				

Instruction and Assessment

		Ineffective	Developing	Skilled	Accomplished
	RESOURCES (Standard 2: Content; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant or are inappropriate for students/teachers. The coach does not implement or assist teachers in utilizing district created assessments.	The coach uses appropriate instructional materials to support learning goals, but may not meet individual students'/teachers' learning styles/needs or actively engage them in learning. The coach inconsistently implements or assists teachers in utilizing district created assessments.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students'/teachers' learning styles and needs, actively engaging students. The coach implements and assists teachers in utilizing district created assessments.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students/teachers, and actively engage them in ownership of their learning. The coach implements and assists teachers in utilizing assessments, including district created assessments. The coach creates, manages, and expands uses of these tools.
	Evidence Examples: PPT, handouts, MasteryConnect, websites, ATLAS, CIA framework, AFL				

Instruction and Assessment

		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT (Standard 1: Students/Teachers; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)** **Coach as teacher in classroom, instructing kids**	There is little or no evidence of a positive rapport between the coach and students/teachers. For example, the t coach may respond disrespectfully to students or ignore their questions or comments. The coach creates a learning environment that allows for little or no communication with families. The coach does not help organize or participate in family engagement activities.	The coach is fair in the treatment of students/teachers and establishes a basic rapport with them. For example, the coach addresses student/teachers questions or comments but does not inquire about their overall well-being. The coach welcomes communication from families and replies in a timely manner. The coach organizes and minimally participates in family engagement activities.	The coach has positive rapport with students/teachers and demonstrates respect for and interest in all students/teachers. For example, the coach makes eye contact and connects with individual students. The coach engages in communication (when appropriate) with families, which contribute to student learning and development. The coach organizes and attends family engagement activities.	The coach has positive rapport with students/teachers and demonstrates respect for and interest in individual students'/teachers' experiences, thoughts and opinions. For example, the coach responds quietly, individually, and sensitively to student confusion or distress. The coach engages in communication (when appropriate) with families, which contribute to student learning and development. The coach organizes and facilitates family engagement activities.
	Evidence Examples: student work, coach log, observation, surveys, literacy night, open house, newsletter				

Instruction and Assessment					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)**	The coach does not routinely use assessments to measure student/teacher mastery.	The coach uses assessments to measure student/teacher mastery, but may not differentiate instruction based on this information.	The coach uses assessment data to identify students'/teachers' strengths and needs, and modifies and differentiates instruction accordingly, although the coach may not be able to anticipate learning obstacles.	The coach uses assessment data to identify students'/teachers' strengths and needs, and modifies and differentiates instruction accordingly, as well as, examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.
		The coach rarely or never checks the students'/teachers' understanding of content. The coach fails to make adjustments in response to student/teacher confusion.	The coach inconsistently checks for student/teacher understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion.	The coach checks for understanding at key moments and makes adjustments to instruction. The coach responds to student/teacher misunderstandings by providing additional clarification.	The coach continually checks for understanding and makes adjustments accordingly. When an explanation is not effectively leading students/teachers to understand the content, the coach adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
		The coach persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The coach gathers and uses student/teacher data from a few sources to choose appropriate instructional strategies for groups of students/teachers.	The coach gathers and uses student/teacher data from a variety of sources to choose and implement appropriate instructional strategies for groups of students/teachers.	The coach gathers and uses student/teacher data from a variety of sources and appropriately adapts instructional strategies and materials and paces learning activities to meet the needs of individual students/teachers.
		The coach does not provide students with feedback about their learning.	The coach provides occasional or limited feedback about student/teacher progress.	The coach provides substantive, specific, and timely feedback of student/teacher progress to teachers, administrators, students, and families while maintaining confidentiality.	The coach provides substantive, specific, and timely feedback to teachers, administrators, students, and families. The coach provides the opportunity for students/teachers to engage in self-assessment and show awareness of their own strengths and weaknesses. The coach uses student/teacher assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.
	Evidence Examples: 5-step process, student grouping, self-assessments, student progress				

Professionalism					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)**	The coach fails to communicate clearly with students/teachers and families or collaborate effectively with professional colleagues.	The coach uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The coach uses effective communication strategies with students/teachers and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	The coach communicates effectively with students/teachers, families, and colleagues. The coach collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
		The coach fails to understand and follow regulations, policies, and agreements.	The coach understands and follows district policies and state and federal regulations at a minimal level.	The coach meets ethical and professional responsibilities with integrity and honesty. The coach models and upholds district policies and state and federal regulations.	The coach meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
		The coach fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The coach identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The coach sets data-based short- and long-term professional goals and takes action to meet these goals.	The coach sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student/teacher learning evidence.
	Evidence Examples: e-mail, agendas, newsletters, schedule, WordPress/Google sites				