Instructional Coach Expanded Rubric to Support Professional Growth

Domain 1: Planning and Preparation

	Highly Effective	Effective	Developing	Ineffective
1a. Demonstrates knowledge of current trends in specialty area and Professional Development.	**Lead teacher's knowledge of specialty area and trends in professional development is wide and deep, lead teacher is regarded as an expert by colleagues.**	**Lead teacher demonstrates thorough knowledge of specialty area and trend in professional development**	**Lead teacher demonstrates basic familiarity with specialty area and trends in professional development.**	**Lead teacher demonstrates little or no familiarity with specialty area and trends in professional development.**
Critical Attributes (Professional Learning Standards)	Engages others in developing knowledge, content, and skills related to research, theories, and models of adult learning.	Encourages others in developing knowledge, content and skills related to research, theories, and models of adult learning.	Studies/reads research, theories, and models of adult learning.	Fails to add to own or others' knowledge base about learning theories, research, and models.
1a. Some examples of evidence are:	• Coach and teachers are facilitating professional learning opportunities to roll out the CCSS grade-level curriculum throughout the year. • Provides District-wide and School-specific PD. • Coach regularly recommends appropriate PD opportunities for the teacher's needs and consistently uses research based strategies in Professional Development.	• Coach is facilitating professional learning opportunities to roll out the CCSS grade-level curriculum throughout the year. • Provides School or District-specific PD. • Coach frequently recommends appropriate PD opportunities for the teacher's needs, and frequently uses research based strategies in Professional Development.	• Coach is facilitating professional learning opportunities to roll out the CCSS grade-level curriculum throughout the year. • Provides School-based PD. • Coach recommends appropriate PD opportunities for the teacher's needs infrequently, and occasionally uses research based strategies in Professional Development.	• Coach fails to facilitate professional learning opportunities to roll out the CCSS grade-level curriculum throughout the year. • Fails to Provide PD. • Fails to recommend appropriate PD opportunities for teachers, and fails to use research based strategies in Professional Development.

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	Highly Effective	Effective	Developing	Ineffective
1b.Lead teacher is deeply familiar with districts program.	**Lead teacher is deeply familiar with the district's program and works to shape its future direction.**	**Lead teacher demonstrates thorough knowledge of the district's program and works to shape its future direction.**	**Lead teacher demonstrates basic knowledge of the district's program and works to shape its future direction.**	**Lead teacher demonstrates little or no knowledge of the district's program and works to shape its future direction.**
Critical Attributes (Professional Learning Standards)	Develops extensive knowledge of school and district goals and strategies and is shared with others.	Develops knowledge of school and district goals and strategies.	Is aware of school and district goals and strategies.	Has little or no knowledge of school and district goals and strategies.
1b. Some examples of evidence are: District and school goals may entail: • OnRamp • RampUp • SCEP plan • NYS Curricula • Superintendents' goals • Differentiation • Student engagement and Inquiry	• Individual coach, while planning with a teacher, in a conference, can speak to a topic's development across grade level bands. • Individual coach, can explain the progressions of topics in both ELA and Math and support the integration of other disciplines into lessons. • Secondary ELA coach shares the TEAL structure with both the ELA team and other disciplines.	• Individual coach, while planning with a teacher in a conference, can speak to a topic's development at their grade level bands. • Individual coach, can speak to a topic's progression at their grade level band during grade level and department meetings. Coaches can explain the progressions of topics in both ELA and Math. • Secondary ELA coach meets with ELA team and shares the TEAL structure.	• Individual coach, while planning with a teacher in a conference, can speak to a topic's progression at a specific grade level. • Coach is aware of the progressions of topics in both ELA and Math. • Secondary ELA coach is aware of the TEAL structure and shares with teachers upon request.	• Individual coach, while planning with a teacher in a conference, is unable to speak to a topic's progression at a specific grade level. • Coach is not aware of the progressions of topics in both ELA and Math. • Secondary ELA coach does not share the TEAL structure.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
1c. Establishing goals for the instructional support program appropriate to the teachers served.	**Lead teacher's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed based on qualitative and quantitative data.**	**Lead teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.**	**Lead teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.**	**Lead teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.**
Critical Attributes (Professional Learning Standards) ***Indicate desired outcome number, ex. 1.2.1	Guides with leadership the implementation of the professional learning resource plan (SCEP Plan, Mutual Expectations, School Priority, etc.) to achieve high-priority student and educator learning goals. 3.3.1	Supports the implementation of the professional learning resource plan (SCEP Plan, Mutual Expectations, School Priority, etc.) to achieve high-priority student and educator learning goals. 3.3.1	Suggests professional learning resource plan (SCEP Plan, Mutual Expectations, School Priority, etc.) to student and educator learning goals.	Minimal support for of the professional learning resource plan (SCEP Plan, Mutual Expectations, School Priority, etc.) to achieve high priority student and educator learning goals.
1c. Some examples of evidence are:	• Coach, teacher and/or Leadership teams examine multiple data to inform instruction, set goals and regularly monitor progress. • Instructional coach's professional learning plan is aligned with the school's SCEP Plan. • Coach collaborates with teachers to set, monitor, and adjust professional goals.	• Coach, teacher and/or Leadership teams examine multiple data to inform instruction, set goals and occasionally monitor progress. • Instructional coach's professional learning plan addresses several parts of the school's SCEP Plan. • Coach collaborates with teachers to set professional goals.	• Coach, teacher and/or Leadership teams examine multiple data to inform instruction or set goals. • Instructional coach's professional learning plan minimally addresses the school's SCEP Plan. • Coach monitors that teachers set professional goals.	• Coach, teacher and/or Leadership teams do not examine multiple data to inform instruction, or set goals. • Instructional coach's professional learning plan is not aligned with the school's SCEP Plan. • Coach does not collaborate with teachers to set professional goals.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
1d. Demonstrates knowledge of resources both within and beyond the district	**Lead teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.**	**Lead teacher is aware of resources available in the district and in the larger professional community for teachers to advance their skills.**	**Lead teacher demonstrates basic knowledge of resources available in the district for teachers to advance their skills.**	**Lead teacher demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.**
Critical Attributes (Professional Learning Standards)	Seeks and uses, with colleagues and principal, external and internal resources for professional learning to enhance existing resources to achieve student learning goals.	Supports external and internal resources for professional learning to enhance existing resources to achieve student learning goals.	Is aware of external and internal resources for professional learning to enhance existing resources to achieve student learning goals.	Fails to develop and implement a resource plan for professional learning.
1d. Some examples of evidence are:	• Coach identifies and participates in a webinar an EngageNY about differentiation and, and presents to a targeted audience. • Coach attends PD (greater than 36 hours) at the local and/or state/national level to strengthen knowledge base in content and current trends in education. • Coach attends a BOCES workshop on student engagement and uses a survey on multiple intelligence with teachers to demonstrate how to identify student learning styles.	• Coach participates in a webinar within the district about NWEA, and presents to a targeted audience. • Coach regularly attends (at least 36 hours) PD at the district level to strengthen knowledge base in content and current trends in education. • Coach attends a BOCES workshop on student engagement and provides a survey on multiple intelligence to teachers to demonstrate how to identify student learning styles.	• Coach shares information about a webinar within the district about NWEA. • Coach occasionally (less than 36 hours) attends PD at the local level to strengthen knowledge base in content and current trends in education. • Coach attends a district workshop on student engagement and provides a survey on multiple intelligence to teachers to demonstrate how to identify student learning styles.	• Coach is unaware about a districtwide webinar about NWEA. • Coach does not attend PD at the local level to strengthen knowledge base in content and current trends in education. • Coach does not attend a district workshop on student engagement.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
1e. Plans the instructional support program integrated with the overall district program.	**Lead teacher's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators.**	**Lead teacher's plan is well designed to support teachers in the improvement of their instructnal skills.**	**Lead teacher's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.**	**Lead teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.**
Critical Attributes (Professional Learning Standards)	Takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities.	Participates in planning, implementing, and monitoring team and school-wide professional learning based on district priorities.	Supports implementing, and monitoring team and school-wide professional learning based on district priorities.	Minimal support in planning, implementing, and monitoring team and school-wide professional learning.
1e. Some examples of evidence are:	• Using the RCSD academic priority, Reading by 3rd grade, coach plans and facilitates a series of Professional Learning opportunities on vocabulary and language acquisition using NWEA data and learning continuum. • K--6 coach provides Professional Development in both ELA and Math in a wide range of instructional topics (differentiation, higher level questioning, data driven instruction). • 7-12 coach facilitates a Professional Learning Circle to transfer knowledge on application of checks for understanding and protocols to enhance student engagement based on teacher data/survey.	• Using the RCSD academic priority, Reading by 3rd grade, coach plans and facilitates a series of Professional Learning opportunities on vocabulary and language acquisition. • K-6 coach provides Professional Development in both ELA and Math and a limited range of instructional topics. • 7-12 coach facilitates a Professional Learning Circle to transfer knowledge on application of checks for understanding and protocols to enhance student engagement.	• Using the RCSD academic priority, Reading by 3rd grade, coach plans and facilitates a Professional Learning opportunity on vocabulary and language acquisition. • K-6 coach provides Professional Development in ELA or Math and a limited range of instructional topics. • 7-12 coach facilitates a workshop on the SLANT to enhance student engagement.	• Coach does not plan and/or facilitate Professional Learning opportunities using the RCSD academic priority, Reading by 3rd grade. • K-6 coach fails to use data and input from teachers and administrators to develop the Professional Learning Plan (eg. calendar). • 7-12 coach fails to plan an instructional support program that addresses the school or district vision.

Domain 2: The Environment

	Highly Effective	Effective	Developing	Ineffective
2a. Creates an environment of trust and respect	**Relationships with the lead teacher are highly respectful and trusting, with many contacts initiated by teachers.**	**Relationships with the lead teacher are respectful with some contacts initiated by teachers.**	**Relationships with the lead teacher are cordial; teachers don't resist initiatives established by the lead teacher.**	**Teachers are reluctant to request assistance from the lead teacher, fearing that such a request will be treated as a sign of deficiency.**
Critical Attributes (Professional Learning Standards)	Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect; and relational trust.	Contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect;	Assesses with principal the current culture.	Accepts the current school culture without making efforts to improve it.
2a. Some examples of evidence are:	• Teachers frequently initiate requests to coach for support. • Confidentiality is maintained by coach and can be relied on for complete discretion by all stakeholders (teachers, administrators, other coaches). • The coach takes an active role with participants to establish and monitor meeting norms. (grade level, PL)	• Teacher occasionally initiates contacts to coach for support. • Confidentiality and complete discretion is maintained by coach. • The coach takes an active role to establish and monitor meeting norms. (grade level, PL)	• Coach initiates contact with teachers for support. • Coach has not established an environment of confidentiality. • The coach establishes meeting norms as a result of problems that arise. (grade level, PL)	• Coach and teachers do not initiate contact for support. • Confidentiality is not maintained by coach. • The coach fails to establish meeting norms as a result of problems. (grade level, PL)

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
2b. Establishes a culture for ongoing instructional improvement	**Lead teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the lead teacher.**	**Lead teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.**	**Teachers don't resist offerings of support from the lead teacher.**	**Lead teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.**
Critical Attributes (Professional Learning Standards)	Engages colleagues in conversations about the impact of individual and collective professional learning on student achievement.	*Meets with* colleagues about the impact of individual and collective professional learning on student achievement.	Invites colleagues to participate in professional learning to address the needs of students outside individual classrooms.	Fails to engage colleagues in conversations about professional learning to address student learning needs.
2b. Some examples of evidence are:	• Teacher initiates a lesson observation and seeks feedback from coach. • A teacher initiates taking "risks" in the implementation of new curriculum and strategies with support from the coach using a variety of resources (ie. protocols, projects). • The coach recommends PD on differentiation to a teacher, based on student data, who needs assistance in that area and attends the PD with the teacher.	• Coach initiates observation and offers feedback regarding a lesson. • A teacher is willing to take "risks" in the implementation of new curriculum and strategies in their own instruction with support from the coach. • The coach regularly recommends professional development based on teacher needs.	• Coach observes one week and not the next and provides feedback sporadically. • The coach encourages teachers to take "risks" in the implementation of new curriculum and strategies in their own instruction. • The coach rarely recommends professional development.	• Coach doesn't observe or offer feedback. • 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 PD for teachers.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
2c. Establishes clear procedures for teachers to gain access to instructional support	**Procedures for access to lead teacher are clear to teachers and have been developed based on input.**	**Lead teacher has established clear procedures for teachers to use in gaining access to support.**	**Some procedures are clear to teachers whereas others (for example, receiving informal support) are not.**	**When teachers want to access assistance from the lead teacher, they are not sure how to go about it.**
Critical Attributes (Professional Learning Standards)	Establishes with colleagues and principal, school-based conditions for effective individual, team, and school wide professional learning (eg. Policies, annual calendars, schedules, procedures and structures)	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)	Supports colleagues in understanding and implementing conditions for effective individual and team professional learning.	Fails to contribute to structures and systems to support professional learning.
2c. Some examples of evidence are:	• Coach and administrative team holds meeting and provides hand-out describing roles and responsibilities of coach for staff. • Coach takes initiative to formally collect input from teachers using a survey or questionnaire in order to adjust his/her scheduling. • Coach provides, outlook calendar access, current phone number, e-mail, location and other contact information on ways he/she is available to staff.	• Coach holds meeting and provides hand-out for staff introducing and describing their roles and responsibilities. • Coach looks at master schedule and determines times to meet with teachers. • Coach provides phone number, e-mail, location and other contact information on ways he/she is available to staff.	• Coach introduces him/herself through a hand-out or e-mail. • Coach waits for teacher to initiate scheduling and then tries to find a mutual time to meet with teacher. • Coach provides e-mail for only means of contact information.	• Coach does not introduce him/herself to staff. • Coach is unwilling to accommodate teacher's schedule. • Coach does not offer contact information.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
2d. Organizes physical space for workshops or training.	**Lead teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.**	**Lead teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.**	**The physical environment does not impede workshop activities.**	**Lead teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.**
Critical Attributes (Professional Learning Standards)	**NA**			
2d. Some examples of evidence are:	• Both coach and participants/teachers use physical resources easily and skillfully, and participants/teachers adjust the furniture to advance their learning.	• Coach uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	• Coach uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	• The furniture arrangement hinders the learning activities, or the coach makes poor use of physical resources.

Domain 3: Delivery and Service

	Highly Effective	Effective	Developing	Ineffective
3a. Collaborates with teachers in the design of instructional units and lessons.	**Lead teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.**	**Lead teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.**	**Lead teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.**	**Lead teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.**
Critical Attributes (Professional Learning Standards)	Tailors classroom support to align with teachers' needs and concerns.	Employs multiple classroom support to align with teachers' needs and concerns.	Upon teachers request employs multiple types of support to address each individual staff member's areas of need related to implementation.	Provides limited supports to address each individual staff member's areas of need related to implementation.
3a. Some examples of evidence are:	• Coach and teacher plan a lesson using text-based evidence and coach provides web-sites and a template students can use. • Coach holds a team meeting to plan a unit (close reading, tape diagrams, etc.) and provides websites, strategies. • Coach facilitates with a team a protocol to un-pack domains/modules and the utilization of eLearning.	• Coach and teacher plan a lesson using text-based evidence. • Coach holds a team meeting to plan a unit or to disseminate information to staff. • Coach facilitates with a team to un-pack domains/modules and introduces eLearning.	• Coach reviews teacher's lesson plan but provides written feedback. • Teachers plan a unit while coach attends but is not part of the discussion at a team meeting. • Teachers un-pack domains/modules while coach is in attendance and informs teachers of eLearning through an e-mail.	• Coach reviews teacher's lesson plan but provides no feedback. • Coach does not attend team meetings to develop a unit. • Coach does not un-pack domains/modules with teachers and does not provide information about eLearning.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
3b. Engages teachers in learning new instructional skills.	**Lead Teacher's efforts to engage teachers in professional learning are very successful. Teachers who attend workshops are highly engaged and take initiative in suggesting new areas of growth.**	**Lead Teacher's efforts to engage teachers in professional learning are successful. And many teachers who attend workshops are engaged in acquiring new instructional skills.**	**Lead Teacher's efforts to engage teachers in professional learning are partially successful with some teachers attending.**	**Teachers decline opportunities to engage in professional learning from this lead teacher.**
Critical Attributes (Professional Learning Standards)	Cultivates and models the expectation that individuals and teams participate actively in professional learning. Facilitates and co-facilitates collaborative interaction among team members during the learning	Models the expectation that individuals and teams participate actively in coach-facilitated professional learning. Facilitates collaborative interaction among team members during the learning process.	Communicate an expectation that individuals and teams participate actively in coach-facilitated professional learning. Recommends professional learning among team members.	Fails to support colleagues' active engagement in professional learning. Does not communicate expectations of collaborative interaction among team members during the learning process.
3b. Some examples of evidence are:	• Coach facilitates discussion using a protocol during professional development session and teachers indicate high levels of engagement on an exit survey. • During a professional development seminar, participants request additional information on a given topic and coach offers further resources and opportunities to delve deeper into other topics. • After a co-planning session on math centers, the coach observes teacher's implementation and while debriefing the teacher initiates suggestions for personal growth.	• Coach facilitates discussion using a protocol during professional development session and coach observes high levels of participant engagement. • During a professional development seminar, coach offers further resources and opportunities to delve deeper into the topic. • Coach models and co-teaches within classrooms and provides activities that allow for feedback and personal growth.	• Coach facilitates discussion during a professional development. • During a professional development seminar, coach attempts to provide resources but lacks deep knowledge of the topic. • Coach models and co-teaches lessons without the teacher's individual professional development needs in mind.	• Coach provides professional development session and participants are observed checking emails, texting, engaging in side conversations, etc. throughout the session. • During a professional development seminar, coach does not provide resources for participants. • Coach fails to model and co-teach within classrooms.

Created, reviewed and revised by the Performance Appraisal Action Team of RCSD Coaches for 2014-2015 School Year. The intent of this document is to provide guidance for the continuous professional growth of those in the role of the Instructional Coach.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
3c.Shares expertise with staff.	**The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The lead teacher conducts extensive follow up with teachers.**	**The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.**	**The quality of the lead teacher's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served**	**The lead teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.**
Critical Attributes (Professional Learning Standards)	Promotes high-quality professional learning with staff, students, parents, and system leaders.	Promotes high-quality professional learning with staff, students, and system leaders.	Promotes high-quality professional learning with staff and students.	Fails to promote high quality professional learning for staff.
3c. Some examples of evidence are:	• Coach co-plans then models a lesson on higher level questioning with an extensive structured debrief session. • Coach facilitates a looking at student work protocol at a team meeting to identify student deficits and determine strategies to address needs and follows-up at future meetings and monitors progress. • Coach co-plans with teacher to present to parents at Curriculum Night. The coach attends and co-facilitates with the teacher and provides extensive feedback.	• Coach models a lesson on higher level questioning based on teacher's request with an informal debrief discussion. • Teachers notice a deficit on number sense. Coach facilitates a looking at student work protocol at a team meeting to determine strategies to address needs and follows-up at future meetings and monitors progress. • Coach co-plans with teacher to present to parents at Curriculum Night and follows up with teachers to support their future needs.	• Coach models a lesson on higher level questioning with no co-planning or debrief discussions. • Coach facilitates a looking at student work protocol at a team meeting to determine strategies to address needs with no follows-up at future meetings or progress monitoring. • Coach co-plans with teacher to present to parents at Curriculum Night.	• Coach models a poor quality lesson on higher level questioning that fails to meet students' or teacher's needs. • Coach fails to respond to teacher's request for a looking at student work protocol at a team meeting. • Coach does not co-plan with teacher to present to parents at Curriculum Night.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
3d. Locates resources for teachers to support instructional improvement.	**Lead teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.**	**Lead teacher is locates resources for instructional improvement for teachers when asked to do so.**	**Lead teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.**	**Lead teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.**
Critical Attributes (Professional Learning Standards)	Collaborates with others to identify resources for professional learning that include staff, materials, technology, funding, and time.	Identifies resources for professional learning that include staff, materials, technology, funding and time.	Describes the school's resources for professional learning	Fails to contribute to resources for professional learning
3d. Some examples of evidence are:	• Coach anticipates the need for materials (e.g. manipulatives, rice, egg cartons, electronic resources) and locates the resource materials necessary to implement instruction. • Prior to a co-planning session coach identifies students data to determine the need for supplemental text and graphic organizer to differentiate a lessons.	• Coach responds to teacher's request for materials (e.g. manipulatives, rice, egg cartons, electronic resources) and locates the resource materials necessary to implement instruction. • During a co-planning session coach provides teacher with supplemental text and graphic organizer to differentiate lessons.	• Coach responds to teacher's request for beans for a lesson on mass and coach provides straws and locates alternative resource materials that are not optimal to implement instruction. • During a co-planning session coach provides teacher with supplemental text that does not meet the learning needs of the students (e.g. Lexile level).	• Coach fails to responds to teacher's request for materials and does not provide resource materials necessary to implement instruction. • Coach fails to provide teacher with supplemental text and graphic organizer to differentiate lessons.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
3e. Demonstrates responsiveness and flexibility **5.1.3**	**Lead teacher is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.**	**Lead teacher makes revisions to the support program when it is needed.**	**Lead teacher makes modest changes in the support program when confronted with evidence of the need for change.**	**Lead teacher adheres to his/her plan, in spite of evidence of its inadequacy.**
Critical Attributes (Professional Learning Standards)	Adapts and/or employs multiple learning designs to align with learner needs and learning outcomes.	Employs learning designs to develop individual and team knowledge, skills and dispositions	Suggests some learning designs to develop individual, and team knowledge, skills and dispositions	Fails to employ multiple learning designs for all professional learning
3e. Some examples of evidence are:	• Coach is reflective and actively seeks out feedback/surveys from teachers and administrators, and adapts and modifies support based on program updates or changes. • Coach plans a lesson planning CLC and recognizes that teachers may not want administrators present after conducting a survey, establishes a protocol where all parties are welcome in a safe environment. • Coach responds within the school day to teachers' requests and or questions. • Teacher's schedule changes and the coach adapts their schedule to meet the teacher's current needs if possible.	• Coach seeks feedback from teachers and administrators and adapts and modifies support based on program updates or changes. • Coach plans a lesson planning CLC and recognizes that teachers may not want administrators present, develops a protocol to establish a safe environment. • Coach responds within 24 hours of requests and or questions. • Coach is flexible with the teacher's schedule and planning period.	• Coach adapts and modifies support based solely upon teacher requests. • Coach plans a lesson planning CLC and recognizes that teachers may not want administrators present and asks administration if they would mind not participating in the CLC due to teacher discomfort. • Coach responds within days of requests and or questions. • Coach offers limited flexibility with the teacher's schedule and planning period.	• Coach fails to adapt and modify support after teacher requests. • Coach plans a lesson planning CLC and recognizes that teachers may not want administrators present and fails to respond. • Coach fails to respond to requests and or questions. • Coach fails to be flexible with the teacher's schedule and planning period.

Domain 4: Professional Responsibilities

	Highly Effective	Effective	Developing	Ineffective
4a. Reflects on Practice.	**Lead teacher's reflection is highly accurate and perceptive, citing specific examples. Lead teacher draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.**	**Lead teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Lead teacher makes some specific suggestions as to how the support program might be improved.**	**Lead teacher's reflection on practice is moderately accurate and objective without citing specific example and with only global as to how it might be improved.**	**Lead teacher does not reflect on practice, or the reflections are inaccurate or self-serving.**
Critical Attributes (Professional Learning Standards)	Reflects, with individuals and teams, on the effectiveness of a learning design to produce changes in classroom practice. Analyzes results with individuals and teams (e.g. changes in teacher knowledge, skills, and practice in student learning) to identify strengths and improvements in coaching.	Reflects on the effectiveness of a learning design to produce changes in classroom practice. Uses results (e.g. changes in teacher knowledge, skills, and practice and in student learning) to identify strengths and improvements in coaching.	Reflects on the effectiveness of a learning design. Uses limited information to identify strengths and improvements in coaching.	Does not reflect on the effectiveness of a learning design. Fails to use evaluation data to improve coaching.
4a. Some examples of evidence are:	• The coach maintains a weekly reflection log to self-monitor progress, identify successes, and/or challenges and predicts their impact on teaching. • After co-teaching a lesson, the coach uses a debrief protocol with the teacher and recommends the use of response cards, and NWEA data for grouping including the benefits and potential challenges of	• The coach maintains a weekly reflection log to progress monitor. • After co-teaching a lesson, the coach debriefs with the teacher and recommends the use of response cards, and NWEA data for grouping including the benefits and potential challenges of each. • The coach determines a cycle was successful after observing the teacher is	• The coach informally reflects on his/her practice in conversation with other coaches. • In a debriefing session, the coach provides general feedback to the teacher and alludes to generic solutions. • The coach informally reflects upon the success of a coaching cycle • The coach determines a workshop was successful	• The coach does not reflect on his/her practice. • The coach does not provide feedback to teachers in a debriefing session following a lesson. • The coach does not reflect upon the success or failure of a coaching cycle. • The coach neither seeks nor reflects upon participants' feedback after a workshop.

	each. • At the end of a cycle, the coach surveys teachers and/or team of teachers and uses their feedback to increase the time for structured debrief sessions. • Coach seeks and shares professional learning feedback after a workshop from and with teachers, then offers solutions for better meeting teacher interests and needs.	now proficient in establishing routines and rituals. • After a workshop, the coach seeks participants' feedback and uses it to improve future PD offering.	based only upon attendance.	

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
4b. Prepares and submits reports.	Lead teacher anticipates and responds to teacher needs when preparing reports/budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	Lead teacher's reports/budgets, are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Lead teacher's efforts to prepare reports/budgets, are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	Lead teacher does not follow established procedures for preparing and submitting reports/budgets. Reports are routinely late.
Critical Attributes (Professional Learning Standards)	**NA**			
4b. Some examples of evidence are:	• The 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 coach has a process for maintaining and submitting required coaching documents. • The weekly coaching logs are submitted into SharePoint on time.	• The coach continues to change his/her process for maintaining accurate records in an unproductive effort to find an efficient method. • Weekly coaching logs are sometimes submitted on time.	• There is no process for maintaining records. • The coach does not submit weekly coaching logs.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
4c. Coordinates work with subject director and/or other lead teachers.	**Lead teacher takes leadership role in coordinating projects with director and other instructional leaders within or beyond the district.**	**Lead teacher initiates efforts to collaborate with subject director and/or other lead teachers.**	**Lead teacher responds positively to the efforts of subject directory and/or other lead teachers.**	**Lead teacher makes no effort to collaborate with subject director and/or other lead teachers.**
Critical Attributes (Professional Learning Standards)	Shares leadership for professional learning with others, including principal, school leadership team/SBPT, teams, and coaches, district-wide and other learning facilitators.	Shares leadership for professional learning with building leadership.	Limited collaboration with leadership in professional learning.	Defers decision-making authority in professional learning to others.
4c. Some examples of evidence are:	• Coach takes the initiative to lead a specialized collegial learning circle on mind set for other coaches. • Coach co-facilitates a professional learning session with a content directors and/or coaches on differentiated instruction. • Coaches coordinate regularly with content directors and in an effort to streamline district initiatives, preparing professional learning experiences, unrolling curricula, and responding to teacher needs.	• Coach regularly participates in a collegial learning circle on mind set with other coaches. • Coach turnkeys a content directors and/or coaches professional learning session on differentiated instruction. • Coach communicates regularly with content directors in order to keep teachers up to date about district initiatives and expectations.	• Coach attends bi-weekly district coaches meetings. • Coach attends content directors and/or coaches professional learning session on differentiated instruction. • Coach receives information from content directors and, at a grade level meeting, shares it with teachers.	• Coach does not attend bi-weekly coaches meetings. • Coach does not collaborate with district leaders or other coaches. • Coach does not inform teachers of content directors' initiatives.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
4d. Participates in a Professional Community.	**Lead teacher makes substantial contribution to district events/projects and assumes a leadership role with colleagues.**	**Lead teacher participates actively in district events/projects and maintains positive and productive relationships with colleagues.**	**Lead teacher's relationships with colleagues are cordial and the lead teacher participates in district events/projects when specifically requested.**	**Lead teacher's relationships with colleagues are negative or self-serving, and the lead teacher avoids being involved in district events/projects.**
Critical Attributes (Professional Learning Standards)	• Contributes to the development of the social architecture of a collaborative culture for individuals, teams, school-wide and district teams.	• Participates in the development of the social architecture of a collaborative culture for individuals, teams, school-wide and district teams.	• Attends to the development of the social architecture of a collaborative culture for individuals, teams, school-wide and/or district teams.	• Fails to attend to the development of a collaborative culture for individuals, teams, school-wide and/or district teams.
4d. Some examples of evidence are:	• Coach coordinates with the Department of Professional Learning and other coaches in an effort to lead a session on next steps with coaching documents. • Coach presents an ELA Overview at a parent workshop sponsored by the Office of Parent Engagement. • Coach facilitates, when asked by the director, a meeting of the Instructional Excellence Committee.	• Coach attends a session on next steps with coaching documents and provides constructive feedback. • Coach attends an ELA Overview at a parent workshop sponsored by the Office of Parent Engagement and provides assistance. • Coach attends, and takes minutes at a meeting of the Instructional Excellence Committee.	• Coach attends a session on next steps with coaching documents. • Coach attends an ELA Overview at a parent workshop sponsored by the Office of Parent Engagement. • Coach attends a meeting of the Instructional Excellence Committee.	• Coach does not attend a session on next steps with coaching documents. • Coach refuses to attend an ELA Overview at a parent workshop sponsored by the Office of Parent Engagement. • Coach attends a meeting of the Instructional Excellence Committee but is texting and checking email during the meeting.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
4e. Engages in Professional Development	**Lead teacher actively pursues professional development opportunities/makes a substantial contribution to the profession through such activities as participating in state or national conferences.**	**Lead teacher seeks out opportunities for professional development based on an individual assessment of need.**	**Lead teacher's participation in professional development activities is limited to those that are convenient or are required.**	**Lead teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.**
Critical Attributes (Professional Learning Standards)	Engages actively and contributes to professional learning on-line and/or at the district, state and/or national level.	Engages actively in professional learning at the district level.	Limited engagement in professional learning.	Does not engage in professional learning.
4e. Some examples of evidence are:	• Coach takes the initiative to apply for and to attend a NYSED workshop and is interviewed/video-taped for the State website. • Coach chooses to attend a session on data driven conversations based on self-reflection and takes the initiative to share their experiences during the instructional coach collaborative forum. • Coach attends an additional 25% of the hours required for the district's PD incentive based on self-reflection.	• Coach takes the initiative to apply for and to attend a NYSED workshop. • Coach chooses to attend a session on data driven conversations based on self-reflection. • Coach meets the hours for the district's PD incentive based on self-reflection.	• Coach applies for and attends NYSED workshop as requested by a director. • Coach chooses to attend a session on data driven conversations based on director's feedback. • Coach does not meet the hours for the district's PD incentive based on self-reflection.	• Coach does not attend NYSED workshop as requested by a director. • Coach chooses not to attend a session on data driven conversations as suggested by director. • Coach does not attend additional PD other than coach's meetings.

Created, reviewed and revised by the Performance Appraisal Action Team of RCSD Coaches for 2014-2015 School Year. The intent of this document is to provide guidance for the continuous professional growth of those in the role of the Instructional Coach.

Instructional Coach Expanded Rubric to Support Professional Growth

	Highly Effective	Effective	Developing	Ineffective
4f. Shows Professionalism, including integrity and confidentiality.	**Lead teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentially.**	**Lead teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.**	**Lead teacher is honest in interactions with colleagues and respects norms of confidentiality.**	**Lead teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.**
Critical Attributes (Professional Learning Standards)	Establishes and maintains an expectation of confidentiality for individuals and teams participating in the coaching process.	Creates an expectation of confidentiality for individuals and teams participating in the coaching process.	Promotes an expectation of confidentiality for individuals and teams participating in the coaching process.	Does not promote an expectation of confidentiality for individuals and teams participating in the coaching process.
4f. Some examples of evidence are:	• Coach maintains confidentiality by developing the 4T's document with the teacher and only sharing agreed information with the principal • Coach, when asked by auditor for confidential Mutual Expectations Documents, forwards the request to their supervisor. • At the end of every coaching cycle, through an anonymous survey, participating teachers all strongly agree that the coach can be trusted to maintain norms of confidentiality	• Coach maintains confidentiality by only sharing appropriate information in the 4T's document with the principal • Coach, when asked by auditor for confidential Mutual Expectations Documents, provides copies with confidential information redacted • At the end of several coaching cycles, through an anonymous survey, participating teachers all strongly agree that the coach can be trusted to maintain norms of confidentiality	• Coach shares evaluative information on the 4T's document with the principal • Coach, when asked by auditor for confidential Mutual Expectations Documents, provides copies • At the end of the year coach sends an anonymous survey to participating teachers some agree that the coach can be trusted to maintain norms of confidentiality	• Coach shares judgmental information about a teacher with the principal • Coach provides copies of confidential Mutual Expectations Documents with others • Coach does not survey participating teachers; feedback from teachers indicates that they do not agree that the coach can be trusted to maintain norms of confidentiality

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