

# St. Charles School District

## Instructional Coach Growth Guide and



## Evaluation Documents

## MISSION

The City of St. Charles School District will **REACH, TEACH, and EMPOWER** all students by providing a challenging, diverse, and innovative education.

## VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## VALUE STATEMENT

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
    - Lifelong learning from early childhood through adult education
    - Rigorous learning experiences that challenge all students
    - Instruction that meets the needs of a diverse community
    - Respect for all
    - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> century
    - Developing caring, productive and responsible citizens
    - Strong engagement of family and community
    - A safe, secure and nurturing school environment
  
  - Achievement through:
    - Celebration of individual success
    - Collaboration with parents and community stakeholders
    - Exploration, innovation and creativity
  
  - High quality staff by:
    - Hiring and retaining highly qualified and invested employees
    - Providing professional development and collaboration focused on increasing student achievement
    - Empowering staff to use innovative resources and practices
  
  - Informed decisions that are:
    - Student-centered
    - Focused on student achievement
    - Data driven
    - Considerate of all points of view
    - Fiscally responsible
-

## **Instructional coach Evaluation Protocol Introduction: The following document aligns to the Mission, Vision, Values and Goals of the St. Charles School District.**

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The Missouri model has been revised for use by the St. Charles School District. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Instructional coach Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following steps:

### **Step 1: Identification of the indicators to be assessed**

#### **Rationale:**

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the instructional coach. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the instructional coach in the classroom. **Description** The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning instructional coaches and the beginning of the year for first year instructional coaches. The determination of which and how many indicators to identify is determined with the following criteria in mind:

- 1. Driven by student learning needs
- 2. Derived from the School and District Improvement Plans (SIP-school level / CSIP-district level)
- 3. A minimum of two indicators per instructional coach per year that are:
  - • Based on student needs • Represents priorities of the school/district leadership for that instructional coach
  - • Based on a potential growth opportunity for the instructional coach and are determined in collaboration between the instructional coach(s) and principal
- 4. The indicators address metrics on both practice and impact on student learning
- 5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

## **Step 2: Determine baseline score for the identified indicators for each instructional coach**

**Rationale:** In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an assessment of status as well as growth on an indicator.

**Description:** The rating scale provides a numerical placement on each identified indicator. The baseline score for returning instructional coaches working on the same indicator may use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator. If a focus area is identified, a baseline score will be identified. The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The baseline indicator score is determined by doing the following:

- 1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator
- 2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score

## **Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)**

**Rationale:** The primary purpose of the Instructional coach Evaluation Protocol is to promote growth. Therefore, the acquisition and application of learning and skills is essential for turning opportunities for growth into realized growth.

**Description:** The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing learning and skills to achieve the expectation of growth. The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of learning, the practice of skills and timelines. The plan of study includes the following:

- 1. Corresponds to the examples of evidence provided in the appropriate growth guide
- 2. Is written in a Plan/Do/Reflect /Act format
- 3. Includes specific strategies for application of learning
- 4. Utilizes as appropriate building and district human and material resources

## **Step 4: Regularly assess progress on the growth plan**

**Rationale:** In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

**Description:** Determine progress made on skill acquisition and application using a variety of formal and informal strategies. Feedback on the growth opportunities from the identified indicator is critical. It ensures that learning takes place, but more importantly, that learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

- 1. Follow up observations/assessments will occur according to the schedule provided in this document
- 2. All follow-up assessments should include formal and/or informal feedback
- 3. Formal follow-up session(s) may also be completed by the administrator.

### **Step 5: Use the baseline to determine overall performance**

**Rationale:** Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

**Description:** An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments. Overall performance takes into account the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators.

#### **NOTE: STATUS RATINGS**

- **Beginning:** evidence indicates insufficient or absence of any mastery of assessed indicators relative to instructional coach experience
- **Developing:** evidence indicates rudimentary levels of mastery of assessed indicators relative to instructional coach experience
- **Proficient:** evidences indicates sufficient mastery of assessed indicators relative to instructional coach experience
- **Distinguished:** evidence indicates exemplary levels of mastery of assessed indicators relative to coaching

### **Step 6: Monitor the impact of improved effective practice on student performance**

**Rationale:** The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

**Description:** The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by an instructional coach’s improved practice satisfies the primary purpose of the evaluation process. Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

- 1. Assess whether the particular areas of improvement of effective practice impacted student learning
- 2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
- 3. Reflect on personal growth and possible future opportunities for continued growth
- 4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning instructional coaches)
- 5. Continue to acquire knowledge and improve skills

## St. Charles School District - Evaluation Process and Timeline

### Minimum Required Observations/Assessments/Evaluations

|                              | Minimum Annual Observations   |
|------------------------------|-------------------------------|
| Probationary Certified Staff | 4 (two by 12/31; two by 3/1)  |
| Tenured Certified Staff      | 3 (one by 12/31; two by 4/15) |

- **Observations & PGP Goals**

- **Observations are:**

- Unscheduled
- Duration of 10 or more minutes
- Teachers may request a pre-scheduled observation by
  - Sending an email request
  - Providing available dates/times
  - Submitting email at least one week prior to first available date
  - Answering the prompt, "What do you want me to observe?"

- **PGP meetings** with written feedback on PGP goals & Baseline Scores

- Spring for existing teachers (input into Talent Ed after TBD)\*
- Fall for new teachers
  - PGP steps 1-2 completed by September 21
  - Baseline scores completed by October 1
- Identified goals and relevant classroom indicators will be observed

- **Certified staff observations are**

- Completed by March 1 annually for probationary teachers (P1-P5)
- Completed prior to April 15 annually for tenured teachers (T1-T3)
- Part of the evaluation process

- **Certified staff evaluations are**

- Completed by annually by March 7 for probationary teachers
- Completed by on a three-year cycle by May 1 for tenured teachers
  - Teachers must complete and steps 3-5 of the PGP with related data and submit to administrator (including data) prior to the summative evaluation, by 2/13/14 – probationary; 3/27/14 – tenured

- **Observations/assessments**

- Observations/assessments are followed by written feedback
- Observations/assessments may include:
  - Unscheduled classroom observations with
    - Duration of 10 or more minutes **or**
  - School level meeting/conference observation
  - Student/parent feedback review
  - School/district function observation
  - Review of unplanned data
  - Review of teacher provided information, data, artifacts

## Probationary Instructional Coaches

**During the annual evaluation cycle, probationary instructional coaches** need to keep an on-going collection of data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the instructional coach growth guide. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for instructional coach performance.

**The instructional coach will** complete the Professional Growth plan which includes action research and a self-reflection. Each year's PGP will be used to assist in the development of a Professional Growth Plan (PGP). This plan should include specific quality indicators that will be the focus of the year. The PGP should be written in alignment with building and district goals. The PGP will be submitted by the instructional coach to the principal prior to the principal completing the summative evaluation

**During the annual evaluation cycle the administrator will** conduct four observation(s)/assessment(s). The initial observation (spring each year for existing instructional coaches and by fall for instructional coaches new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of instructional coach provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form, and/or added to the evaluation file of the instructional coach. All data included or additions to the evaluation rubric should be discussed with the instructional coach prior to placing the data in the employee file. Observations may be increased as determined by the instructional coach or the administrator.

**The administrator will** provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, instructional coach and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the instructional coach to discuss the Summative Evaluation on or before March 7.

**The probationary instructional coach and administrator will** develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on instructional coach growth and student achievement. A probationary instructional coach evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the instructional coach to ensure that the instructional coach has adequate time to improve. The instructional coach and the administrator will meet to discuss the instructional coach's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.



## Probationary Instructional Coaches

### **The Instructional Coach Will:**

**Develop a Professional Growth Plan (PGP)**

**Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals**

**Compile data relevant to PGP Goals**

**Provide reflection regarding professional growth and student achievement within PGP process**

**Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and instructional coach**

### **The Administrator Will:**

**Provide professional development support related to PGP goals**

**Collect/review data related to performance standards/indicators**

**Conduct annually four observations**

**Provide ongoing feedback regarding instructional coach performance**

**Complete annual summative evaluation**

### **The Instructional coach and Administrator Will:**

**Conference to discuss and develop a Professional Growth Plan**

**Provide/review feedback following observations**

**Conference to discuss Summative Evaluation by March 7**

The above number of observations is a minimum standard and may be increased at the request of the instructional coach or as determined by the administration.

## Tenured Instructional Coaches

**During the three year evaluation cycle, the tenured instructional coaches will** need to keep an on-going data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for instructional coach performance.

**During the three year evaluation cycle the administrator will** conduct annually three observations/assessments. The initial observation (spring for existing instructional coaches and fall for instructional coaches new to the district except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of instructional coach provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form. All data included or additions to the evaluation rubric should be discussed with the instructional coach prior to placing the data in the employee file. Observations may be increased as determined by the instructional coach or the administrator.

**The administrator will** provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, instructional coach and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the instructional coach to discuss the Summative Evaluation on or before May 1 of the evaluation year.

**The tenured year instructional coach and administrator will** develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on instructional coach growth and student achievement. The administrator and instructional coach should engage in a professional growth conference annually to discuss the instructional coach's options for the professional growth process between March and May.

A tenured instructional coach evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the instructional coach to ensure that the instructional coach has adequate time to improve. The instructional coach and the administrator will meet to discuss the instructional coach's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

## Tenured Instructional coach

### The Instructional Coach Will:

- Develop a Professional Growth Plan (PGP)**
- Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals**
- Compile data relevant to PGP Goals**
- Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and instructional coach**

### The Administrator Will:

- Provide professional development support related to PGP goals**
- Conduct annually three observations**
- Collect data related to performance standards/indicators**
- Provide ongoing feedback regarding instructional coach performance**
- Complete and Discuss Summative Evaluation by May 1 at the end of the three year evaluation cycle.**

### The Instructional coach and Administrator Will:

- Conference to discuss and develop the Professional Growth Plan**
- Provide/review feedback following observations**
- Conference to discuss summative evaluation by May 1**

The number of observations is a minimum standard and may be increased at the request of the instructional coach or as determined by the administration. .  
Tenured instructional coaches may receive summative evaluations more frequently as determined by the administration.

## Evaluation Timeline

| Year  | Non-Tenured  |     |     |     |     | Tenured  |     |     |
|---|--|-----|-----|-----|-----|--|-----|-----|
|   | 1  | 2   | 3   | 4   | 5   | 1  | 2   | 3   |
| Summative Evaluation                          | Yes  | Yes | Yes | Yes | Yes | No   | No  | Yes |
| Observations                                  | 4  | 4   | 4   | 4   | 4   | 3  | 3   | 3   |
| PGP Required                                  | Yes  | Yes | Yes | Yes | Yes | Yes  | Yes | Yes |
| Data Collection                               | Yes  | Yes | Yes | Yes | Yes | Yes  | Yes | Yes |
| Administrator/<br>Instructional coach<br>Meet | A meeting to develop and discuss PGP will be held between March and May for existing instructional coaches, and by October 1 for new instructional coaches.  |     |     |     |     | A meeting to develop and discuss PGP should be held between March and May.   |     |     |
| Data<br>Collection                            | Instructional coach and administrator collect data throughout the year. Instructional coach should have annual data relative to professional growth and student achievement. Administrator should share collected data with the instructional coach. |     |     |     |     | Instructional Coach and administrator collect data throughout the year. Teacher should have annual data relative to professional growth and student achievement. Administrator should share collected data with the instructional coach. |     |     |
| Summative<br>Evaluation Conference            | Instructional coach and administrator will meet by March 7 to review collected data and the PGP and to complete the summative evaluation.  |     |     |     |     | Instructional coach and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.  |     |     |

## Summative Evaluation

All instructional coaches will receive a Summative Evaluation during the evaluation cycle (annually for probationary instructional coaches / three year cycle for tenured instructional coaches. Instructional coaches who come to the district with prior experience will be moved to the P2 level for observation and evaluation. Work with the HR department to determine this status. The Summative Evaluation summarizes the administrators rating of performance for each standard/indicator. The Summative Evaluation is communicated through the Instructional coach Growth Guide.

Non tenured and tenured instructional coaches both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (instructional coach or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The instructional coach, the administrator, and the Human Resources Office will retain copies of the report.

## Professional Growth Plan (Based on the Data Team Process model)

Name \_\_\_\_\_

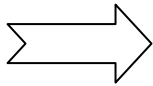
School Year \_\_\_\_\_

Identify Indicator (Standard Number and Name): \_\_\_\_\_

(Quality Indicator Number and Name): \_\_\_\_\_

Briefly describe why this **Growth Standard** was chosen.

(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):



**BASELINE SCORE**

**1. PLAN: State the professional learning goal or objective. Include an aspect of student growth.**

*“To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by . . .”*

**2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)**

*Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

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Administrator’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructional Coach’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.)**

*Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*

**4. ACT: Have positive results been attained?**

*How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?*

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructional Coach's Signature

\_\_\_\_\_  
Date

Baseline Score \_\_\_\_\_ Final Score \_\_\_\_\_ Growth Score \_\_\_\_\_



Choose one or more of these questions (Marzano) to reflect on what you learned through this action research and to begin planning for future growth:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help student practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish and maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?

Has the professional growth target been met? \_\_\_\_\_ Will you continue this goal? \_\_\_\_\_

If the answer is “no” what will you work on next? \_\_\_\_\_

# Instructional Observation Feedback

PGP Goal #1 \_\_\_\_\_

PGP Goal #2 \_\_\_\_\_

Instructional coach's Name: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Instructional coach Reflection Requested (Yes/No) \_\_\_\_\_ Schedule Follow Up Meeting (Yes/No) \_\_\_\_\_

Students were:

Instructional coach was:

Narrative Comments (optional)

Standards/Indicators being addressed:

|                          |   |  |
|--------------------------|---|--|
| Indicate Proficiency 1-7 | <b>1) Builds and Maintains Positive Relationships</b>           |  |
|                          | 1.1   | Instructional Coach relationships with students  |
|                          | 1.2   | Instructional Coach relationship with colleagues   |
|                          | 1.3   | Demonstrates effective communication skills  |
|                          | 1.4   | Written and oral communication with parents, colleagues, and community   |
|                          | <b>2) Participates In and Provides Professional Development</b> |  |
|                          | 2.1   | Professional development   |
|                          | 2.2   | Utilizes educational research  |
|                          | 2.3   | Supports use of educational research   |
|                          | 2.4   | Provides personalized instructional coach support  |
|                          | 2.5   | Supports implementation and engages in reflective conversation   |
|                          | 2.6   | Integrates technology  |
|                          | 2.7   | Contributes to the building and district service   |
|                          | <b>3) Establishes a Culture of Learning</b>                     |  |
|                          | 3.1   | Expectations for learning and achievement  |
|                          | 3.2   | Creates collaborative learning opportunities for teachers and teams  |
|                          | 3.3   | Maintains positive relationships with teachers, teams, and administration  |
|                          | 3.4   | School climate   |
|                          | 3.5   | Establishes and manages routines and procedures  |
|                          | <b>4) Knowledge of Curriculum and Resources</b>                 |  |
|                          | 4.1   | Knowledge of effective curriculum planning   |
|                          | 4.2   | Knowledge of curriculum implementation and instructional strategies  |
|                          | 4.3   | Uses assessments to identify needs and inform instruction  |
|                          | 4.4   | Uses relevant resources  |
|                          | <b>5) Planning and Preparation</b>                              |  |
|                          | 5.1   | Designs professional learning aligned to district standards  |
|                          | 5.2   | Designs professional learning using a variety of instructional strategies  |
|                          | 5.3   | Plans Relevant Professional Development  |
|                          | <b>6) Data Collection and Analysis</b>                          |  |
|                          | 6.1   | Facilitates analysis and interpretation of data  |
|                          | 6.2   | Links student data to professional learning  |
|                          | 6.3   | Analyzes the impact of coaching  |
|                          | 6.4   | Works to close the achievement gap   |
|                          | 6.5   | Facilitates the analysis and interpretation of data for district-wide achievement and program evaluation   |
|                          | <b>7) Student assessment and data analysis</b>                  |  |
|                          | 7.1   | Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures while maintaining confidentiality/privacy. |

- Routine Segments**
  - Providing clear learning goals and scales*
  - Tracking student progress*
  - Celebrating success*
- Content Segments**
  - Identifying critical information*
  - Organizing students to interact with new knowledge*
  - Previewing new content*
  - Chunking content into 'digestible bites'*
  - Processing new information*
  - Elaborating on new information*
  - Recording and representing knowledge*
  - Reflecting on learning*
- Segments Enacted on the spot**
  - Reviewing content*
  - Organizing students to practice and deepen knowledge*
  - Using homework*
  - Examining similarities and differences*
  - Examining errors in reasoning*
  - Practicing skills, strategies, and processes*
  - Revising knowledge*

Points to Ponder (optional):

**Instructional Coach's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

# Supplemental Feedback Form

Artifact Data

Unplanned Data

Instructional Coach: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator/Supervisor: \_\_\_\_\_

Standard/Quality Indicator: \_\_\_\_\_

Data: \_\_\_\_\_

Standard/Quality Indicator: \_\_\_\_\_

Data: \_\_\_\_\_

Instructional coach's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Instructional Coach's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to instructional coach and administrator/supervisor.

# St. Charles School District

## Instructional Coach Summative Evaluation

Instructional coach Name \_\_\_\_\_ School Year \_\_\_\_\_

\_\_\_\_ Probationary      \_\_\_\_ Years in St. Charles School District      Subject/Grade Level \_\_\_\_\_

\_\_\_\_ Tenured      \_\_\_\_ Total Experience      School \_\_\_\_\_

Evaluator \_\_\_\_\_

PGP Goal #1 \_\_\_\_\_

PGP Goal #2 \_\_\_\_\_

| <b>Instructional coach Standard / District Expectation</b>      |  |
|---|--|
| <b>1) Builds and Maintains Positive Relationships</b>           |  |
| 1.1   | Instructional Coach relationships with students                        |
| 1.2   | Instructional Coach relationship with colleagues                       |
| 1.3   | Demonstrates effective communication skills                            |
| 1.4   | Written and oral communication with parents, colleagues, and community |
| Standard 1 Comments:  |  |
|   |  |
| <b>2) Participates In and Provides Professional Development</b> |  |
| 2.1   | Professional development   |
| 2.2   | Utilizes educational research  |
| 2.3   | Supports use of educational research                                   |
| 2.4   | Provides personalized instructional coach support                      |
| 2.5   | Supports implementation and engages in reflective conversation         |
| 2.6   | Integrates technology  |
| 2.7   | Contributes to the building and district service                       |
| Standard 2 Comments:  |  |
|   |  |

|   |  |
|---|--|
| <b>3) Establishes a Culture of Learning</b>     |  |
| 3.1   | Expectations for learning and achievement  |
| 3.2   | Creates collaborative learning opportunities for teachers and teams  |
| 3.3   | Maintains positive relationships with teachers, teams, and administration  |
| 3.4   | School climate   |
| 3.5   | Establishes and manages routines and procedures  |
| <b>Standard 3 Comments:</b>                     |  |
| <b>4) Knowledge of Curriculum and Resources</b> |  |
| 4.1   | Knowledge of effective curriculum planning   |
| 4.2   | Knowledge of curriculum implementation and instructional strategies  |
| 4.3   | Uses assessments to identify needs and inform instruction  |
| 4.4   | Uses relevant resources  |
| <b>Standard 4 Comments:</b>                     |  |
| <b>5) Planning and Preparation</b>              |  |
| 5.1   | Designs professional learning aligned to district standards  |
| 5.2   | Designs professional learning using a variety of instructional strategies  |
| 5.3   | Plans Relevant Professional Development  |
| <b>Standard 5 Comments:</b>                     |  |
| <b>6) Data Collection and Analysis</b>          |  |
| 6.1   | Facilitates analysis and interpretation of data  |
| 6.2   | Links student data to professional learning  |
| 6.3   | Analyzes the impact of coaching  |
| 6.4   | Works to close the achievement gap   |
| 6.5   | Facilitates the analysis and interpretation of data for district-wide achievement and program evaluation   |
| <b>Standard 6 Comments:</b>                     |  |
| <b>7) Student assessment and data analysis</b>  |  |
| 7.1   | Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures while maintaining confidentiality/privacy. |



|                             |
|-----------------------------|
| <b>Standard 7 Comments:</b> |
|-----------------------------|

*\*Probationary Instructional coach Evaluations due by March 7.*

*\*Tenured Instructional coach Evaluations due by May 1.*

\*If indicator is not met or showing appropriate growth, administrator will institute a Professional Improvement Plan. Professional Improvement Plan can be implemented at any time during the school year.

Instructional coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

## St. Charles School District

### Instructional coach Professional Growth Plan

#### Summative

| Indicator | Goal/Results<br>(Focus and strategies<br>for indicator) | Baseline<br>Score | End Score | Growth<br>Score |
|-----------|---|-------------------|-----------|-----------------|
|           |   |                   |           |                 |
|           |   |                   |           |                 |
|           |   |                   |           |                 |

***St. Charles School District***

#### Instructional coach Yearly Growth Rating Summative

| Minimally Effective<br><b>1</b> | Somewhat Effective<br><b>2</b> | Proficient<br><b>3</b>           | Distinguished<br><b>4</b>   |
|---------------------------------|--------------------------------|----------------------------------|---|
| Working on a PIP                | Performance Concerns<br>Noted  | No Performance<br>Concerns Noted | Noted as Distinguished<br>in 1/3 of observed<br>areas and all other<br>areas Proficient |

Rating for \_\_\_\_\_ School Year is

Overall Comments:

**Recommend for Re-Employment**

- Develop a new or revised growth plan based on new indicators or a continuation of the same ones
- Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

**Do Not Recommend for Re-Employment**

\_\_\_\_\_  
**Instructional coach's  
Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

Administrator Comments:

Instructional Coach Comments:

## Instructional Coach Growth Guide 1.1

## Standard 1: **Builds and Maintains Positive Relationships**

The Instructional Coach understands the importance of building and maintaining positive relationships.

Quality Indicator 1: Instructional Coaches Relationships with Students (Correlates to SCSD Teacher Growth Guide 5.3)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>  |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|--|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| <p>1D1) The Instructional Coach also...</p> <p>Develops a positive culture in the classroom and school to positively affect student relationships and learning.</p>  |   |                          | <p>1P1) The Instructional Coach also...</p> <p>Maintains positive interactions with students that are age and culturally appropriate, are friendly and generate warmth, caring and respect. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit respect for the Instructional Coach.</p>  |                          |   | <p>1S1) The Instructional Coach also...</p> <p>Actively engages students in discussing and evaluating the culture of the classroom, school, and community that is age and culturally appropriate, are friendly and generate warmth, caring and respect to positively impact relationships and learning. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit a high level of respect for the Instructional Coach.</p>  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |  |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Positively affects student relationships and learning by using strategies that promote a positive classroom culture. Monitors and responds to student misbehavior.</p> <p><b>Evidence of Impact</b><br/>The classroom learning environment encourages positive student relationships and mutual respect to enhance learning.</p> |   |                          | <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Demonstrates efforts to build a positive classroom and school culture that result in an environment conducive to learning for all students. Responds to misbehavior respectfully and effectively.</p> <p><b>Evidence of Impact</b><br/>The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning. Student behavior is generally appropriate.</p> |                          |   | <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Engages students in participating in forming the classroom environment based on the culture of the school and community. Monitors student behavior in preventative ways and responds to misbehavior effectively with little or no disruption to the learning process.</p> <p><b>Evidence of Impact</b><br/>Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning. Student behavior is almost entirely appropriate.</p> |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 1.2

## Standard 1: Builds and Maintains Positive Relationships

The Instructional Coach understands the importance of building and maintaining positive relationships.

Quality Indicator 2: Instructional Coaches Relationships with Colleagues (Correlates to SCSD Teacher Growth Guide 9.2)

| <b>Beginning/ Developing</b>  |   |                          |   | <b>Proficient</b>  |   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|--|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 1D2) The Instructional Coach also...  |   |                          |   | 1P2) The Instructional Coach also...   |   |                          |   | 1S2) The Instructional Coach also...   |   |                          |   |                          |   |                          |   |
| Maintains cordial relationships with colleagues and administrators at the school and district level to cultivate partnerships with students, families, and communities in support of student learning and well-being. |   |                          |   | Respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work in support of student and collegial learning and well-being.   |   |                          |   | Respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work in support of student and collegial learning and well-being.   |   |                          |   |                          |   |                          |   |
| Fulfills the duties that the school or district requires.   |   |                          |   | Serves as a resource for others in improving relationships.  |   |                          |   | Takes an active leadership role at the district level in improving relationships   |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |  |   |                          |   |  |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>N / A  |   |                          |   | <b>Evidence of Commitment</b><br>N / A   |   |                          |   | <b>Evidence of Commitment</b><br>N / A   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Communicates with colleagues and administrators about student learning and/or well being. Cultivates family and community partnerships   |   |                          |   | <b>Evidence of Practice</b><br>Has ongoing communication with colleagues, administrators, students, and families about student learning and well being. Regularly cultivates and evaluates the effectiveness of family and community partnerships and modifies as needed |   |                          |   | <b>Evidence of Practice</b><br>Serves in a leadership role in with colleagues, administrators, students, and families about student learning and well being. Serves as an advocate between school, community, and families to advance changes that support student learning and well-being |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>N / A  |   |                          |   | <b>Evidence of Impact</b><br>N / A   |   |                          |   | <b>Evidence of Impact</b><br>N / A   |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/>   | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/>   | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 1.3

## Standard 1: Builds and Maintains Positive Relationships

The Instructional Coach understands the importance of building and maintaining positive relationships.

Quality Indicator 3: Demonstrates Effective Communication Skills (Correlates to SCSD Teacher Growth Guide 6.1)

| <b>Beginning/Developing</b>   |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 1D3) The Instructional Coach also...  |   |                          | 1P3) The Instructional Coach also...  |                          |   | 1S3) The Instructional Coach also...   |   |                          |   |                          |   |                          |   |                          |   |
| Communicates with administration and staff in a cordial manner. Information about instructional programming is clear. |   |                          | Communicates with administration and staff in a supportive and cooperative manner. Information about instructional programming is clear, practical and relevant.  |                          |   | Communicates proactively with administration and staff in providing and exchanging clear, practical and relevant information about instructional programming.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Verbal, written, and electronic communication is effective and correct.              |   |                          | <b>Evidence of Commitment</b><br>Verbal, written, and electronic communication is effective and correct.  |                          |   | <b>Evidence of Commitment</b><br>Verbal, written, and electronic school and district-wide communication is effective and correct,  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Verbal and non-verbal communication is grammatically correct and understandable        |   |                          | <b>Evidence of Practice</b><br>Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc. Eye contact, voice inflection, body language, gestures, and written communication reflect warmth, caring, and respect. Students exhibit respect for the teacher. |                          |   | <b>Evidence of Practice</b><br>Contributes to the overall effective and correct communication coming from the school to the larger community as well as serves as a resource to others in promoting effective communication skills |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>N / A  |   |                          | <b>Evidence of Impact</b><br>N / A  |                          |   | <b>Evidence of Impact</b><br>N / A   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

The Instructional Coach understands the importance of building and maintaining positive relationships.

Quality Indicator 4: Written and Oral Communication with Parents, Colleagues, and Community (Correlates to SCSD Teacher Growth Guide 6.3)

| <b>Beginning/Developing</b>   |   |                          |   | <b>Proficient</b>   |   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|---|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 1D4) The Instructional Coach’s ...<br><br>Spoken language is audible and written language is legible. Vocabulary and content are correct, but limited to intended audience. |   |                          |   | 1P4) The Instructional Coach’s ...<br><br>Spoken and written language is professional, clear, and correct. Vocabulary and content are appropriate for the intended audience and enrich overall communication. |   |                          |   | 1S4) The Instructional Coach’s ...<br><br>Spoken and written language is professional, clear and correct. Vocabulary and content are appropriate for the intended audience and enrich overall communication. Written and oral skills are used to promote the school community or serve as an educational resource for others. |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |   |   |                          |   |   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Written, electronic and oral communication is effective and correct.   |   |                          |   | <b>Evidence of Commitment</b><br>Written, electronic and oral communication is professional, clear, and correct.  |   |                          |   | <b>Evidence of Commitment</b><br>Written, electronic and oral communication is used to promote the school community and serves as a resource to others in the school district community.  |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Professional development activities include multi-media communication with correct vocabulary and content.                                   |   |                          |   | <b>Evidence of Practice</b><br>Professional development activities include multi-media communication that is professional, clear, and correct.  |   |                          |   | <b>Evidence of Practice</b><br>Professional development activities include multi-media communication that serves as an educational resource for others.   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>N/A  |   |                          |   | <b>Evidence of Impact</b><br>N/A  |   |                          |   | <b>Evidence of Impact</b><br>N/A  |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/>  | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/>  | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 2.1 Standard 2: Participates In and Provides Professional Development

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.

Quality Indicator 1: Professional Development (Correlates to SCSD Teacher Growth Guide 8.1 & 8.2)

| <b>Beginning/Developing</b>   |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 2D1) The Instructional Coach also...  |   |                          | 2P1) The Instructional Coach also...  |                          |   | 2S1) The Instructional Coach also...  |   |                          |   |                          |   |                          |   |                          |   |
| Consistently engages teachers in reflective practice to modify future instruction. Plans professional development to impact teacher's learning. Aligns professional development to district and building goals. |   |                          | Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for teacher growth and learning. Aligns professional development to district and building goals. Seeks opportunities for professional development to enhance teacher knowledge and skills |                          |   | Models and/or serves as a mentor for teachers to engage in reflective practice and in the use of assessment data. Systematically applies knowledge to developing professional activities that are aligned to district/building goals. Actively participates in professional development within the larger professional community. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |                          |   |   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Professional development plan documents ongoing self-assessment and reflection strategies for teachers   |   |                          | <b>Evidence of Commitment</b><br>Provides evidence of the ability to provide direction and mentoring to teachers on maintaining effective professional development plans.   |                          |   | <b>Evidence of Commitment</b><br>Provides evidence of the ability to provide direction and mentoring, on a district wide level, to teachers on maintaining effective professional development plans.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Observations and conferences indicate attention to teacher reflective practice and professional improvement.   |   |                          | <b>Evidence of Practice</b><br>Evidence of leadership in data teams, grade-level or vertical teaming and in working with teachers to become a reflective practitioner.  |                          |   | <b>Evidence of Practice</b><br>Evidence of modeling and mentoring others in the leadership of data teams, grade-level or vertical teaming and in working with teachers to become a reflective practitioner.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>N / A  |   |                          | <b>Evidence of Impact</b><br>N / A  |                          |   | <b>Evidence of Impact</b><br>N / A  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>  | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |



The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.

Quality Indicator 2: Utilizes Educational Research (Correlates to SCSD Teacher Growth Guide 5.1)

| <b>Beginning/Developing</b>  |   |                          |   | <b>Proficient</b>   |   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|---|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 2D2) The Instructional Coach also...   |   |                          |   | 2P2) The Instructional Coach also...  |   |                          |   | 2S2) The Instructional Coach also...   |   |                          |   |                          |   |                          |   |
| Frequently uses educational research to effectively support teacher growth and learning.                     |   |                          |   | Consistently demonstrates the use of educational research to promote continuous teacher growth and learning.  |   |                          |   | Critically reads, analyzes, and reflects on educational research. Evaluates effectiveness of emerging research-based theories and strategies. Self reflects and implements these strategies to promote self directed teacher learning. Translates research into authentic learning applications. Serves as a model at the district level to promote collegial growth and learning. |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |   |   |                          |   |  |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>N / A   |   |                          |   | <b>Evidence of Commitment</b><br>N / A  |   |                          |   | <b>Evidence of Commitment</b><br>N / A   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Demonstrates the use of educational research in personal practice and growth. |   |                          |   | <b>Evidence of Practice</b><br>Demonstrates the use of educational research in personal practice and growth to support teacher growth and learning. |   |                          |   | <b>Evidence of Practice</b><br>Demonstrates the use of educational research in personal practice and growth to support teacher growth and learning at the district wide level.   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>Teachers are generally engaged in productive learning.                          |   |                          |   | <b>Evidence of Impact</b><br>Teachers engage in self-directed learning.   |   |                          |   | <b>Evidence of Impact</b><br>Teachers engage in self-directed learning which impacts teachers at the district wide.  |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/>  | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/>   | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.

Quality Indicator 3: Supports Use of Educational Research (Correlates to SCSD Teacher Growth Guide 8.1)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>  |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|--|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 2D3) The Instructional Coach also...   |   |                          | 2P3) The Instructional Coach also...   |                          |   | 2S4) The Instructional Coach also...  |   |                          |   |                          |   |                          |   |                          |   |
| Consistently engages in reflective practice while working with administration or staff to support the use of educational research. Educational research is used when making instructional and program decisions.   |   |                          | Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for teacher growth and learning. Works with administration or staff to incorporate research into the decision-making process at the classroom and/or school level.                   |                          |   | Models and/or serves as a mentor in how to engage in reflective practice and in the use of educational research in the decision making process at the classroom level, school level and district level. Provides training for teachers on how to use assessment data and other sources of information about student performance to drive instruction. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |  |                          |   |   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Professional development plan documents ongoing self-assessment and reflection strategies.  |   |                          | <b>Evidence of Commitment</b><br>Communicates reflections on his/her instructional process and results that impact future planning.  |                          |   | <b>Evidence of Commitment</b><br>Can provide direction and mentoring on maintaining effective professional development plans.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Observations and conferences indicate attention to reflective practice and professional improvement. Demonstrates evidence of teacher growth and learning as a result of research and strategies shared by instructional coach. |   |                          | <b>Evidence of Practice</b><br>Evidence of leadership in data teams, grade-level or vertical teaming and in working with teachers to become a reflective practitioners. Demonstrates evidence of continuous teacher growth as a result of research and strategies shared by instructional coach. |                          |   | <b>Evidence of Practice</b><br>Serves as a resource for professional development and educational research at the district wide level. Uses a variety of self-assessment and problem-solving strategies which have implications for teacher growth and learning.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>Evidence of improved practice in teaching and student learning.   |   |                          | <b>Evidence of Impact</b><br>Evidence of continuous improved practice in teaching and student learning.  |                          |   | <b>Evidence of Impact</b><br>Evidence of improved practice in teaching and student learning district wide.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/>  | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.

Quality Indicator 4: Provides Personalized Instructional Coach Support (Correlates to SCSD Teacher Growth Guide 4.3)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| <p>2D4) The Instructional Coach also...</p> <p>Uses a variety of learning situations to provide teacher support that aligns with Instructional Coach’s level of comfort and expertise.</p>   |   |                          | <p>2P4) The Instructional Coach also...</p> <p>Effectively combines flexible and varied independent, cooperative learning situations to provide teacher support that aligns with teacher’s level of comfort and expertise. Applies strategies to maximize teacher understanding and learning.</p>   |                          |   | <p>2S4) The Instructional Coach also...</p> <p>Models and mentors teachers district wide through student data driven practice. Includes opportunities for teachers to engage in self reflection through observational feedback and videotaping lessons that align with teacher’s level of comfort and expertise.</p>   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Teacher support structures include independent, cooperative and grade level team as appropriate to content.</p> <p><b>Evidence of Impact</b><br/>Teacher defines roles and demonstrate improved collaborative skills in various learning structures.</p> |   |                          | <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Presents on or acts as a resource on the use of independent, collaborative and grade level team learning situations.</p> <p><b>Evidence of Impact</b><br/>Teachers automatically engage in peer and independent learning strategies that results in increased knowledge and skills.</p> |                          |   | <p><b>Evidence of Commitment</b><br/>N / A</p> <p><b>Evidence of Practice</b><br/>Presents on or acts as a resource to colleagues and teachers across the district on the use of independent, collaborative and grade level team learning situations.</p> <p><b>Evidence of Impact</b><br/>Teachers are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn.</p> |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.

Quality Indicator 5: Supports Implementation and Engages in Reflective Conversation (Correlates to SCSD Teacher Growth Guide 1.1, 8.1)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 2D5) The Instructional Coach also...   |   |                          | 2P5) The Instructional Coach also...  |                          |   | 2S5) The Instructional Coach also...  |   |                          |   |                          |   |                          |   |                          |   |
| Delivers support to teachers during implementation of new and/or refined practices. Gives accurate feedback while visiting rooms to observe usage of supplemental resources and new curricular content found in learning activities. Engages teachers in reflective learning conversations with focus on improvement of instruction. |   |                          | Infuses information into instructional units and lessons through demonstration, co-teaching, observation and feedback. Displays solid knowledge of the important concepts of the new or refined instructional practices in order to support implementation. Engages teachers in reflective learning conversations with focus on changing practice in the classroom. |                          |   | Has mastery of taught subjects and continually infuses research-based content knowledge into instruction through demonstration, co-teaching and observation/feedback. Designs and supports multiple experiences that deepen understanding of new and/or refined practices in order to support district wide implementation. Engages teachers in reflective learning conversations with focus on improving and refining practice in the classroom. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |                          |   |   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Stays current on content and incorporates it into professional development.   |   |                          | <b>Evidence of Commitment</b><br>Use of supplemental primary sources that are aligned to local standards  |                          |   | <b>Evidence of Commitment</b><br>Continually expands knowledge base on content and infuses into content   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Engages teachers in reflective practice through learning conversations and applies this to the improvement / modification of the instructional process.   |   |                          | <b>Evidence of Practice</b><br>Continuously engages teachers in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.  |                          |   | <b>Evidence of Practice</b><br>Models and/or serves as a mentor, in how teachers engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>Teachers are able to use academic language.   |   |                          | <b>Evidence of Impact</b><br>Teachers accurately use academic language related to their discipline.   |                          |   | <b>Evidence of Impact</b><br>Teachers communicate effectively using academic language from a variety of sources.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>  | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities.  
 Quality Indicator 6: Integrates Technology (Correlates to SCSD Teacher Growth Guide 6.4)

| <b>Beginning/Developing</b>  |   |                          |   | <b>Proficient</b>  |   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|--|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 2D6) The Instructional Coach also...   |   |                          |   | 2P6) The Instructional Coach also...   |   |                          |   | 2S6) The Instructional Coach also....   |   |                          |   |                          |   |                          |   |
| Provides professional development opportunities that encourages technology and media communication tools use for learning and models those techniques.             |   |                          |   | Facilitates the teacher’s effective use of technology and media communication tools that impacts practices and increases student learning.   |   |                          |   | Either mentors members of the school and community in the use of technology and media communication tools or assists teachers to assure that technology is not only integrated, but impacting instructional practices to increase student learning. |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |  |   |                          |   |   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>N / A   |   |                          |   | <b>Evidence of Commitment</b><br>N / A   |   |                          |   | <b>Evidence of Commitment</b><br>N / A  |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Provides professional development opportunities and models the use of technology and media communication tools to enhance learning. |   |                          |   | <b>Evidence of Practice</b><br>Uses strategies that engage teachers in effectively using technology and media communication tools.   |   |                          |   | <b>Evidence of Practice</b><br>Is able to act as resource or assist colleagues and students in their use of technology and media communication tools.   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>Teachers effectively use technology and media communication tools when teaching.  |   |                          |   | <b>Evidence of Impact</b><br>Teachers demonstrate understanding of how technology and media communication tools can enhance student learning and use these tools to effectively complete learning activities |   |                          |   | <b>Evidence of Impact</b><br>Teachers effectively assist each other in their use of technology and media communication tools to enhance student learning.   |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/>   | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/>  | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 2.7

## Standard 2: Participates In and Provides Professional Development

The Instructional Coach understands the importance of growing professionally and providing professional development opportunities  
 Quality Indicator 7: Contributes to the Building and District Service (Correlates to SCSD Teacher Growth Guide 9.1)

| <b>Beginning/Developing</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |                            |                            |                            |                            |                            |   |
|--|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| <p>2D8) The Instructional Coach also...</p> <p>Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with colleagues to strengthen relationships in the school and community.</p>                       | <p>2P8) The Instructional Coach also...</p> <p>Participates in training and relationship building efforts in the school, district and community, and informally mentors others.</p>   | <p>2D8) The Instructional Coach also...</p> <p>Takes initiative in assuming leadership in building a school-wide shared mission, vision, values and goals and is able to act as a trainer/mentor to assist with relationship building efforts in the school and community for the benefit of teachers and students.</p>   |                            |                            |                            |                            |                            |   |
| <b>Professional Frames</b>   |   |   |                            |                            |                            |                            |                            |   |
| <p><b>Evidence of Commitment</b><br/>N/A</p> <p><b>Evidence of Practice</b><br/>Contributes to support of progress on the mission, vision, and goals, and works with colleagues to strengthen relationships with students, families and other staff. Participates in required professional development.</p> <p><b>Evidence of Impact</b><br/>N / A</p> | <p><b>Evidence of Commitment</b><br/>N/A</p> <p><b>Evidence of Practice</b><br/>Serves as a school and/or district leader to support school and district initiatives. Documents impact of new practices on teacher and student learning.</p> <p><b>Evidence of Impact</b><br/>N / A</p> | <p><b>Evidence of Commitment</b><br/>N/A</p> <p><b>Evidence of Practice</b><br/>Mentors staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals. Systematically applies knowledge and documents impact of new practices on teacher and student learning; actively shares knowledge with others.</p> <p><b>Evidence of Impact</b><br/>N / A</p> |                            |                            |                            |                            |                            |   |
| <b>Score:</b>  | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 |

# Instructional Coach Growth Guide 3.1

# Standard 3: Establishes a Culture of Learning

The Instructional Coach understands the importance of establishing a culture of learning.

Quality Indicator 1: Expectations for Learning and Achievement (Correlates to SCSD Teacher Growth Guide 2.2)

| <b>Beginning/Developing</b>   |                                   |                                   |                                   | <b>Proficient</b>  |                                   |                                   | <b>Distinguished</b>   |          |
|---|-----------------------------------|-----------------------------------|-----------------------------------|--|-----------------------------------|-----------------------------------|--|----------|
| 3D1) The Instructional Coach .....  |                                   |                                   |                                   | 3P1) The Instructional Coach also...   |                                   |                                   | 3S1) The Instructional Coach also...   |          |
| Encourages teachers to set goals for student achievement by modeling goal setting process in data team meetings.  |                                   |                                   |                                   | Conveys high expectations for student achievement while assisting teachers to set short- and long-term goals, organize, implement, and self-reflect in the classroom through individual coaching.    |                                   |                                   | Establishes and maintains high expectations for student achievement while leading teachers district wide to work productively and cooperatively with each other to achieve collective learning goals. Teachers share these goals with students through activities and interactions in the classroom. |          |
| <b>Professional Frames</b>  |                                   |                                   |                                   |  |                                   |                                   |  |          |
| <b>Evidence of Commitment</b><br>N / A  |                                   |                                   |                                   | <b>Evidence of Commitment</b><br>N / A   |                                   |                                   | <b>Evidence of Commitment</b><br>N / A   |          |
| <b>Evidence of Practice</b><br>Models classroom practices, routines and instruction with an emphasis on goal setting with students.   |                                   |                                   |                                   | <b>Evidence of Practice</b><br>Classroom practices and routines emphasize student organization and setting short- and long-term goals.   |                                   |                                   | <b>Evidence of Practice</b><br>Facilitates learning activities district wide requiring collective productivity, collective learning goals, and cooperation of students.  |          |
| <b>Evidence of Impact</b><br>Related to collaboration with instructional coach, teachers demonstrate responsibility by setting personal learning goals for themselves and with students.<br><br>Teachers assist students in setting short- and long-term goals. |                                   |                                   |                                   | <b>Evidence of Impact</b><br>As a result of direction from the instructional coach, students show evidence of setting and monitoring in setting short- and long-term goals, and reflect on learning. |                                   |                                   | <b>Evidence of Impact</b><br>Related to collaboration with the instructional coach, teachers and students work productively and cooperatively with each other to monitor, achieve, and celebrate collective learning goals.  |          |
| <b>Score:</b>   | <b>1</b> <input type="checkbox"/> | <b>2</b> <input type="checkbox"/> | <b>3</b> <input type="checkbox"/> | <b>4</b> <input type="checkbox"/>  | <b>5</b> <input type="checkbox"/> | <b>6</b> <input type="checkbox"/> | <b>7</b> <input type="checkbox"/>  | <b>8</b> |

# Instructional Coach Growth Guide 3.2

# Standard 3: Establishes a Culture of Learning

The Instructional Coach understands the importance of establishing a culture of learning.

Quality Indicator 2: Creates Collaborative Learning Opportunities for Teachers and Teams (Correlates to SCSD Teacher Growth Guide 7.6)

| <b>Beginning/Developing</b>   |   |                          |   | <b>Proficient</b>   |   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|---|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 3D2) The Instructional Coach also...  |   |                          |   | 3P2) The Instructional Coach also...  |   |                          |   | 3S2) The Instructional Coach also...  |   |                          |   |                          |   |                          |   |
| Works with teams of teachers to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions. |   |                          |   | Creates opportunities for teachers to establish, maintain and/or participate in professional learning communities to share effective practices and analyze data to measure accomplishment of curricular goals and plan for curricular modification. |   |                          |   | Purposefully supports the development of effective practices in addition to communication and collaborations skills for teachers and teams district wide to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction. |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |   |   |                          |   |   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Models lesson design based on data analysis.   |   |                          |   | <b>Evidence of Commitment</b><br>Models how lesson design is positively impacted by data analysis.  |   |                          |   | <b>Evidence of Commitment</b><br>Works at a district level to plan for, support, and provide for professional learning activities for professional staff.   |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Participates in meetings with teams of teachers regarding data analysis and models how to use information or collective decisions to inform practice.          |   |                          |   | <b>Evidence of Practice</b><br>Supports and plans with teachers for professional learning community activities and collaborates with teams of teachers on analyzing data to inform instruction.   |   |                          |   | <b>Evidence of Practice</b><br>Acts as a leader in the development and operation of professional learning communities at the school and district level. Supports teachers in increasing their understanding of data analysis and plans with teachers to use data to inform instruction      |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>Students show evidence of growth and teachers improve practice as a result of collaboration with the instructional coach.  |   |                          |   | <b>Evidence of Practice</b><br>Participates and helps lead meetings with teams of teachers regarding data analysis and assists with follow-up with teachers on impact of using data on practice.  |   |                          |   | <b>Evidence of Impact</b><br>Students show evidence of growth and consistency of improved teacher practice as a result of collaboration with the instructional coach.   |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/>  | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/>  | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |



## Instructional Coach Growth Guide 3.3

## Standard 3: **Establishes a Culture of Learning**

The Instructional Coach understands the importance of establishing a culture of learning.

Quality Indicator 3: Maintains Positive Relationships with Teachers, Teams and Administration (Correlates to SCSD Teacher Growth Guide 9.2)

| <b>Beginning/Developing</b>   |                          |                          |                          | <b>Proficient</b>  |                          |                          | <b>Distinguished</b>  |   |
|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|---|---|
| 3D3) The Instructional Coach ...<br><br>Works with teachers and administrators at the school and district level to cultivate partnerships in support of student learning and well-being;<br><br>Maintains positive and respectful relationships |                          |                          |                          | 3P3) The Instructional Coach also...<br><br>Consistently engages with teachers and administrators at the school and district level to develop partnerships and positive relationships in support of student learning and well-being. |                          |                          | 3S3) The Instructional Coach also...<br><br>Takes an active leadership role with teachers and administrators at the school and district level to develop collaborative partnerships and positive relationships in support of student learning and well-being.                       |   |
| <b>Professional Frames</b>  |                          |                          |                          |  |                          |                          |   |   |
| <b>Evidence of Commitment</b><br>N / A  |                          |                          |                          | <b>Evidence of Commitment</b><br>N / A   |                          |                          | <b>Evidence of Commitment</b><br>N / A  |   |
| <b>Evidence of Practice</b><br>Communicates with teachers and administration and cultivates partnerships in support of student learning and/or well being.  |                          |                          |                          | <b>Evidence of Practice</b><br>Has ongoing communication with teachers and administration about student learning and well being.<br>Regularly cultivates and evaluates the effectiveness of partnerships and modifies as needed.     |                          |                          | <b>Evidence of Practice</b><br>Serves in a leadership role in communicating with teachers and administrators regarding student learning. Serves as an advocate between teachers, administrators, and the community to advance changes that support student learning and well-being. |   |
| <b>Evidence of Impact</b>   |                          |                          |                          | <b>Evidence of Impact</b><br>N / A   |                          |                          | <b>Evidence of Impact</b><br>N / A  |   |
| <b>Score:</b>   | 1                        | 2                        | 3                        | 4  | 5                        | 6                        | 7   | 8 |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |   |

# Instructional Coach Growth Guide 3.4

# Standard 3: Establishes a Culture of Learning

The Instructional Coach understands the importance of establishing a culture of learning.  
 Quality Indicator 4: School Climate (Correlates to SCSD Teacher Growth Guide 5.3)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 3D4) The Instructional Coach ...<br><br>a positive culture with teachers in the classroom and school to positively affect teacher relationships and learning.  |   |                          | 3P4) The Instructional Coach also...<br><br>Works with building administrator to support and maintain a positive culture with teachers in the classroom and school to create an environment which promotes positive teacher and student relationships and learning. |                          |   | 3S4) The Instructional Coach also...<br><br>Actively engages teachers in discussing and evaluating the culture of the classroom, school and community to positively impact teacher and student relationships and learning district wide. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>N / A   |   |                          | <b>Evidence of Commitment</b><br>N / A  |                          |   | <b>Evidence of Commitment</b><br>N / A   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Positively affects teacher relationships and learning by using strategies that promote a positive school and classroom culture. |   |                          | <b>Evidence of Practice</b><br>Demonstrates efforts to build a positive classroom and school culture that result in an environment conducive to learning for all teachers and students.   |                          |   | <b>Evidence of Practice</b><br>Engages teacher district wide in participating in forming the school environment based on the culture of the school and community.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>The school learning environment encourages positive teacher and student relationships and mutual respect to enhance learning.     |   |                          | <b>Evidence of Impact</b><br>The culture of the school learning environment is characterized by positive teacher and student relationships and mutual respect that impacts student learning.  |                          |   | <b>Evidence of Impact</b><br>Teachers discuss and evaluate the culture of the classroom, school and community and their impact on relationships and student learning.  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

# Instructional Coach Growth Guide 3.5

# Standard 3: Establishes a Culture of Learning

The Instructional Coach understands the importance of establishing a culture of learning.

Quality Indicator 5: Establishes and Manages Routines and Procedures (Correlates to SCSD Teacher Growth Guide 5.2)

| <p align="center"><b>Beginning/Developing</b></p> <p>3D5) The Instructional Coach ...</p> <p>Consistently engages teachers through the effective modeling and management of time, space, transitions, and activities.</p>   | <p align="center"><b>Proficient</b></p> <p>3P5) The Instructional Coach also...</p> <p>Continuously and effectively engages teachers through the effective modeling and management of time, space, transitions, and activities to create an environment that enhances student engagement. The Instructional Coach also ensures equitable support for district and/or building staff.</p>  | <p align="center"><b>Distinguished</b></p> <p>3S5) The Instructional Coach also...</p> <p>Continuously and effectively assists teachers as they organize, allocate, and manage time, space, transitions and activities to promote continuous student engagement and high levels of productivity. The Instructional Coach establishes clearly defined schedules and procedures and effectively prioritizes the routines and procedures to ensure equitable access for district and/or building staff. These routines and procedures are clearly communicated to all involved.</p> |  |  |  |  |  |                 |
|---|---|--|--|--|--|--|--|-----------------|
| <p><b>Professional Frames</b></p>   |   |  |  |  |  |  |  |                 |
| <p><b>Evidence of Commitment</b><br/>Routines and structures support effective management of time, space, transitions and activities.</p> <p><b>Evidence of Practice</b><br/>Maintains teacher and student engagement by effectively modeling and managing time, space, transitions and activities. Directions and procedures are clear and concise.</p> <p><b>Evidence of Impact</b><br/>Students are engaged and respond to the teacher’s effective management of time, space, transitions and activities</p> | <p><b>Evidence of Commitment</b><br/>Works with teachers to implement routines and structures that engage teachers and students within a focused learning environment and all see the importance of self direction and self-control.</p> <p><b>Evidence of Practice</b><br/>Time, space, transitions and activities are purposefully managed within the learning environment to enhance teacher and student learning. Directions and procedures are clear, concise, and accommodate a variety of learning styles, while anticipating possible teacher or student misunderstanding.</p> <p><b>Evidence of Impact</b><br/>Pacing techniques are used to maintain teacher and/or student engagement and monitor the extent to which these techniques keep teachers and/or students engaged</p> | <p><b>Evidence of Commitment</b><br/>Routines and structures are modified based on teacher input</p> <p><b>Evidence of Practice</b><br/>Maintains continuous student engagement and high levels of teacher productivity through teacher input on time, space, transitions and activities.</p> <p><b>Evidence of Impact</b><br/>All teachers and/or students are self-directed, exhibit self-control and take ownership of learning .</p>   |  |  |  |  |  |                 |
| <p><b>Score:</b></p>  | <p><b>1</b> <input type="checkbox"/></p>  | <p><b>2</b> <input type="checkbox"/></p>   | <p><b>3</b> <input type="checkbox"/></p> | <p><b>4</b> <input type="checkbox"/></p> | <p><b>5</b> <input type="checkbox"/></p> | <p><b>6</b> <input type="checkbox"/></p> | <p><b>7</b> <input type="checkbox"/></p> | <p><b>8</b></p> |

# Instructional Coach Growth Guide 4.1

## Standard 4: Knowledge of Curriculum and Resources

The Instructional Coach demonstrates knowledge of curriculum and resources.

Quality Indicator 1: Knowledge of Effective Curriculum Planning

(Correlates to SCSD Teacher Growth Guide 2.3 & 2.5)

| <b>Beginning/Developing</b>   |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|---|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 4D1) The Instructional Coach also...  |   |                          | 4P1) The Instructional Coach also...  |                          |   | 4S1) The Instructional Coach also...   |   |                          |   |                          |   |                          |   |                          |   |
| Displays knowledge of curriculum planning and instructional practices. Assists teachers in planning research-based instruction focused on production of learning for individual students. Models lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, learning styles, multiple intelligences, strengths, and needs.  |   |                          | Displays solid knowledge of curriculum planning and instructional practices. Models instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs. Models instructional activities that meet every child where they are- developmentally, cognitively, physically, and affectively to advance knowledge and skill development.  |                          |   | Displays extensive knowledge of curriculum planning and instructional practices. Continuously modifies modeled lessons based on own and emerging research and shares effective practices and modifications with colleagues. Employs authentic strategies to actively involve teachers district wide in the advancement of their own learning and student learning.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |   |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Uses foundational and current learning theories to design instruction aimed at fostering learning in every student. Lessons indicate an understanding of individual student traits and prior experiences<br><b>Evidence of Practice</b><br>Demonstrates an understanding of how instruction can produce learning for teacher/students based on individual learning needs. A connection exists between new and former learning.<br><b>Evidence of Impact</b><br>Teacher/students individual learning needs are addressed. Teacher/students can explain connections between their prior knowledge and current instruction. |   |                          | <b>Evidence of Commitment</b><br>Uses emerging research to design instruction likely to produce learning for every student. Models instruction that will engage and advance each teacher/student in learning and development<br><b>Evidence of Practice</b><br>Each piece of information clearly builds upon the previous piece as students move from understanding to applying content through authentic tasks. Priority standards are included and appropriately sequenced.<br><b>Evidence of Impact</b><br>Teacher and student learning gains increase as a result of the teacher's effective instruction. |                          |   | <b>Evidence of Commitment</b><br>Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student. Modifies lesson design and learning objectives as needed to help students become more successful learners.<br><b>Evidence of Practice</b><br>Offers presentations, acts as a resource and/or mentors teachers on using theories of learning in the classroom. Learning activities involve every student in the advancement of his/her own learning.<br><b>Evidence of Impact</b><br>Teacher and student learning gains increase as a result of theories of learning. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 4.2

## Standard 4: Knowledge of Curriculum and Resources

The Instructional Coach demonstrates knowledge of curriculum and resources.

Quality Indicator 2: Knowledge of Curriculum Implementation and Instructional Strategies

(Correlates to SCSD Teacher Growth Guide 3.1, & 4.1)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>   |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|---|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 4D2) The Instructional Coach also...   |   |                          | 4P2) The Instructional Coach also...  |                          |   | 4S2) The Instructional Coach also...  |   |                          |   |                          |   |                          |   |                          |   |
| <p>Consistently models a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.</p> <p>Models lessons that assure student growth with opportunities for students to use critical thinking and problem solving skills.</p>   |   |                          | <p>Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to model effective instruction.</p> <p>Models lessons with a range of instructional techniques that require students to think critically and problem-solve.</p>   |                          |   | <p>Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments. Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize teacher and student learning.</p>  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |   |                          |   |   |   |                          |   |                          |   |                          |   |                          |   |
| <p><b>Evidence of Commitment</b><br/>Modeled lessons demonstrate a coherence of learning objectives aligned with state and district standards.</p> <p><b>Evidence of Practice</b><br/>Modeled lessons demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments Assesses teacher/student growth to determine teacher/student use of critical thinking and problem solving skills.</p> <p><b>Evidence of Impact</b><br/>There is growth in teacher/student learning and use of critical thinking and problem-solving skills.</p> |   |                          | <p><b>Evidence of Commitment</b><br/>Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction.</p> <p><b>Evidence of Practice</b><br/>Demonstrates anticipation of skill gaps and/or misconceptions and uses information to model effective instruction. Effectively demonstrates a range of instructional techniques that require teachers/students to think critically and problem-solve.</p> <p><b>Evidence of Impact</b><br/>Teachers/student's ability to think critically and problem-solve is evident in students' communications and work.</p> |                          |   | <p><b>Evidence of Commitment</b><br/>Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments.</p> <p><b>Evidence of Practice</b><br/>Participates in formal and informal collegial support activities including curriculum and review committees Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning .</p> <p><b>Evidence of Impact</b><br/>Teachers/students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning .</p> |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2   | <input type="checkbox"/> | 3 | <input type="checkbox"/>  | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 4.3

## Standard 4: Knowledge of Curriculum and Resources

The Instructional Coach demonstrates knowledge of curriculum and resources.

Quality Indicator 3: Uses Assessments to Identify Needs and Inform Instruction (Correlates to SCSD Teacher Growth Guide 7.1 & 7.2)

| <b>Beginning/Developing</b>   | <b>Proficient</b>   | <b>Distinguished</b>  |                            |                            |                            |                            |                            |   |
|---|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| <p>4D3) The Instructional Coach...</p> <p>Effectively models multiple assessment modes and approaches to assess learning goals, including modifications for students with special needs. Reviews trend data and growth in learning with teachers through data points across time.</p>   | <p>4P3) The Instructional Coach also...</p> <p>Assists in identification of student’s prior knowledge, progress during instruction, and achievement at the end of an instructional unit to demonstrate individual and whole class learning. Models a variety of instructional and assessment processes that differentiate student instruction and intervention to help students understand objectives and their progress towards mastery.</p>   | <p>4S3) The Instructional Coach also...</p> <p>At the district level, assists teachers and other coaches to understand how to identify students beginning knowledge/skill level and monitor development during and after each instructional unit.</p>   |                            |                            |                            |                            |                            |   |
| <p><b>Evidence of Commitment</b><br/>Lesson design is modeled to include multiple assessment modes and approaches to assess learning goals.</p> <p><b>Evidence of Practice</b><br/>Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction.</p> <p>Uses pre and post results or data points across time to assess learning and inform future instructional decisions.</p> <p><b>Evidence of Impact</b><br/>Individual students and the whole class advance in their learning.</p> | <p><b>Evidence of Commitment</b><br/>Lesson design includes opportunities to monitor student growth through the use of formative, unobtrusive, and obtrusive forms of assessment, leading the learner to higher levels of thinking.</p> <p><b>Evidence of Practice</b><br/>Accurately and consistently uses and models the use of assessment data to describe the status and progress of each student and the class as a whole. Regularly uses and models the use of rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students.</p> <p><b>Evidence of Impact</b><br/>The teacher facilitates monitoring of student progress using a formative approach to assessment; students understand their proficiency levels and know how to improve understanding and skills.</p> | <p><b>Evidence of Commitment</b><br/>Lesson design includes opportunities to monitor student growth through the use of formative, unobtrusive, and obtrusive forms of assessment, leading the learner to higher levels of thinking.</p> <p><b>Evidence of Practice</b><br/>Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning; Supports this work at the district level, providing professional development and serving as a mentor/model for other instructional coaches.</p> <p><b>Evidence of Impact</b><br/>The teacher facilitates monitoring of student progress using a formative approach to assessment; students understand their proficiency levels and know how to improve understanding and skills by goal setting.</p> |                            |                            |                            |                            |                            |   |
| <b>Score:</b>   | 1 <input type="checkbox"/>  | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 |

# Instructional Coach Growth Guide 4.4

# Standard 4: Knowledge of Curriculum and Resources

The Instructional Coach demonstrates knowledge of curriculum and resources.

Quality Indicator 4: Uses Relevant Resources (Correlates to SCSD Teacher Growth Guide 4.2)

| <p align="center"><b>Beginning/Developing</b></p> <p>4D4) The Instructional Coach also...</p> <p>Instructional Coach provides access to resources in support of identified areas of professional learning to teachers or teams.</p>  | <p align="center"><b>Proficient</b></p> <p>4P4) The Instructional Coach also...</p> <p>Instructional Coach works with teachers/teams to facilitate the access to resources in support of identified areas of professional learning and the creation and sharing of those resources.</p> <p>Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.</p>                               | <p align="center"><b>Distinguished</b></p> <p>4S4) The Instructional Coach also...</p> <p>Instructional Coach works with teachers/teams across the district to facilitate the access to resources in support of identified areas of professional learning and the creation and sharing of those resources.</p> <p>Applies research-based instructional resources including technology to enhance their own teaching as well as the teaching of others.</p>               |                                   |                                   |                                   |                                   |                                   |          |
|--|---|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------|
| <p><b>Professional Frames</b></p>  |   |  |                                   |                                   |                                   |                                   |                                   |          |
| <p><b>Evidence of Commitment</b></p> <p>Lesson design includes developmentally appropriate resources</p> <p><b>Evidence of Practice</b></p> <p>Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance</p> <p><b>Evidence of Impact</b></p> <p>Students use knowledge and technological skills to predict, connect ideas, and raise/answer questions</p> | <p><b>Evidence of Commitment</b></p> <p>Lesson design includes resources that promote complex thinking skills and student use of technology</p> <p><b>Evidence of Practice</b></p> <p>Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills</p> <p><b>Evidence of Impact</b></p> <p>Students apply knowledge and technological skills to make inferences, support arguments, and solve problems</p> | <p><b>Evidence of Commitment</b></p> <p>Lesson design includes research-based resources and technology</p> <p><b>Evidence of Practice</b></p> <p>Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others</p> <p><b>Evidence of Impact</b></p> <p>Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products.</p> |                                   |                                   |                                   |                                   |                                   |          |
| <p><b>Score:</b></p>   | <p>1 <input type="checkbox"/></p>   | <p>2 <input type="checkbox"/></p>  | <p>3 <input type="checkbox"/></p> | <p>4 <input type="checkbox"/></p> | <p>5 <input type="checkbox"/></p> | <p>6 <input type="checkbox"/></p> | <p>7 <input type="checkbox"/></p> | <p>8</p> |

# Instructional Coach Growth Guide 5

## Instructional Coach Growth Guide 5.1

## Standard 5: Planning and Preparation

The Instructional Coach designs and prepares a variety of professional learning.

Quality Indicator 1: Designs Professional Learning Aligned to District Standards (Correlates to SCSD Teacher Growth Guide 1.2)

| <b>Beginning/Developing</b>  |                            |                            | <b>Proficient</b>  |                            |                            | <b>Distinguished</b>  |                            |   |
|--|----------------------------|----------------------------|--|----------------------------|----------------------------|---|----------------------------|---|
| 5D1) The Instructional Coach ...<br><br>The Instructional Coach designs and facilitates job-embedded professional learning and workshops that align with building and district curriculum goals and initiatives. |                            |                            | 5P1) The Instructional Coach also...<br><br>The Instructional Coach designs and facilitates a variety of job-embedded, in-depth, sustained, and collaborative professional learning and workshops that align with district curriculum goals and initiatives. |                            |                            | 5S1) The Instructional Coach also...<br><br>The Instructional Coach designs and facilitates a variety of in-depth, sustained, and collaborative professional learning and workshops for teachers and principals across the district, that align with district curriculum goals and initiatives. |                            |   |
| <b>Professional Frames</b>   |                            |                            |  |                            |                            |   |                            |   |
| <b>Evidence of Commitment</b><br>N / A   |                            |                            | <b>Evidence of Commitment</b><br>N / A   |                            |                            | <b>Evidence of Commitment</b><br>N / A  |                            |   |
| <b>Evidence of Practice</b><br>Uses presentation techniques to engage adult learners.  |                            |                            | <b>Evidence of Practice</b><br>Uses a variety of presentation techniques to engage adult learners. Organized progression that allows for completion of district goals.   |                            |                            | <b>Evidence of Practice</b><br>Uses a wide array of presentation techniques and cognitive coaching techniques to engage adult learners. Organized progression that allows for completion of district goals and by in from teachers.   |                            |   |
| <b>Evidence of Impact</b><br>Teachers implementing strategies, techniques, and/or district initiatives within their own classrooms.  |                            |                            | <b>Evidence of Impact</b><br>Teachers and staff members implementing strategies, techniques, and/or district initiatives within their own classrooms leading to an increase in student learning.   |                            |                            | <b>Evidence of Impact</b><br>District teachers and staff members successfully implementing strategies, techniques, and/or district initiatives within their own classrooms with positive impact on student learning.  |                            |   |
| <b>Score:</b>  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/>   | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/>  | 7 <input type="checkbox"/> | 8 |



## Instructional Coach Growth Guide 5.2

## Standard 5: Planning and Preparation

The Instructional Coach designs and prepares a variety of professional learning.

Quality Indicator2: Designs Professional Learning Using a Variety of Instructional Strategies (Correlates to SCSD Teacher Growth Guide 1.3)

| <b>Beginning/Developing</b>   |   |                          | <b>Proficient</b>  |                          |   | <b>Distinguished</b>  |   |                          |   |                          |   |                          |   |                          |   |
|---|---|--------------------------|--|--------------------------|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 5D2) The Instructional Coach ...<br><br>The Instructional Coach designs professional learning with outcomes for teacher learning.   |   |                          | 5P52) The Instructional Coach also...<br><br>The Instructional Coach designs professional learning that incorporates key strategies that enhance content area instruction with clearly stated outcomes for teachers and student learning.  |                          |   | 5S2) The Instructional Coach also...<br><br>The Instructional Coach designs professional learning at the building and district level that incorporates key strategies that enhance content area instruction with clearly stated outcomes for teachers and student learning and a plan for collecting evidence of successful implementation.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>  |   |                          |  |                          |   |   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>N / A<br><br><b>Evidence of Practice</b><br>Designs and presents professional development for teacher growth.<br><br><b>Evidence of Impact</b><br>Increase in teacher effectiveness. |   |                          | <b>Evidence of Commitment</b><br>N / A<br><br><b>Evidence of Practice</b><br>Designs and presents professional development for teacher growth and instruction that will impact student learning.<br><br><b>Evidence of Impact</b><br>Increase in teacher effectiveness and student learning. |                          |   | <b>Evidence of Commitment</b><br>N / A<br><br><b>Evidence of Practice</b><br>Uses various opportunities (coaching cycles, PD days, workshops, boot camp, webinar, etc) to professionally develop teachers on research based instructional strategies that will impact student learning and in which data can be collected and used to track student growth.<br><br><b>Evidence of Impact</b><br>Increase in teacher effectiveness and student learning. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>   | 1 | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/>  | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

## Instructional Coach Growth Guide 5.3

## Standard 5: Planning and Preparation

The Instructional Coach designs and prepares a variety of professional learning.

Quality Indicator 3: Plans Relevant Professional Development (Correlates to SCSD Teacher Growth Guide 2.4)

| <b>Beginning/Developing</b>  | <b>Proficient</b>  | <b>Distinguished</b>   |                            |                            |                            |                            |                            |   |
|--|--|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| <p>5D3) The Instructional Coach ...</p> <p>The Instructional Coach plans generalized professional learning experiences for teachers.</p> <p>Provides professional development to support the design and implementation of instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.</p>  | <p>5P3) The Instructional Coach also...</p> <p>The Instructional Coach aligns teachers' level of understanding of key concepts related to content area knowledge assessment and/or instruction and plans differentiated professional learning experiences accordingly.</p> <p>Through design and instruction establishes an inviting and nurturing educational environment by creating a trusting relationship between learner and teacher that leads to engagement in learning.</p> | <p>5S3) The Instructional Coach also...</p> <p>The Instructional Coach aligns teachers' level of understanding of key concepts related to content area knowledge assessment and/or instruction and plans differentiated professional learning experiences accordingly. Collects evidence that shows how teachers deepen content knowledge and/or refine instructional practices as a result of the professional learning experiences.</p> <p>Plans for and delivers professional development at the district level and /or serves as a mentor for others in these activities.</p>                |                            |                            |                            |                            |                            |   |
| <p><b>Evidence of Commitment</b></p> <p>Lesson design and plans for instruction demonstrate respect and value for each learner.</p> <p><b>Evidence of Practice</b></p> <p>Uses knowledge of the unique attributes of individual learners as a part of instruction and learning design.</p> <p><b>Evidence of Impact</b></p> <p>Learners perceive they are respected, valued and engage in learning activities.</p> | <p><b>Evidence of Commitment</b></p> <p>Plans for an inviting and nurturing educational environment that enhances learning.</p> <p><b>Evidence of Practice</b></p> <p>Engages in strategies that promote trust and positive rapport, and enhance the learning of each student.</p> <p><b>Evidence of Impact</b></p> <p>Learners are engaged and transfer learning to new applications.</p>   | <p><b>Evidence of Commitment</b></p> <p>Well planned, research based learning objectives and activities engage learners and increase skill, knowledge, and talent of those involved at the building and district level.</p> <p><b>Evidence of Practice</b></p> <p>Strategies are designed and modeled to promote flexibility and differentiation of learning and positive rapport that maximizes the unique skills and talents of every learner.</p> <p><b>Evidence of Impact</b></p> <p>Consistency and fidelity of district supported curriculum and researched based teaching strategies.</p> |                            |                            |                            |                            |                            |   |
| <b>Score:</b>  | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 |

# Instructional Coach Growth Guide 6.1

# Standard 6: Data Collection and Analysis

The Instructional Coach facilitates the collection, analysis and interpretation of data from multiple sources.

Quality Indicator 1: Facilitates Analysis and Interpretation of Data (Correlates to SCSD Teacher Growth Guide 7.5)

| <b>Beginning/Developing</b>   |   |   |   | <b>Proficient</b>  |   |   |   | <b>Distinguished</b>   |  |  |  |
|---|---|---|---|--|---|---|---|--|--|--|--|
| 4D1) The Instructional Coach ...<br><br>The Instructional Coach meets with teachers and teams to analyze data from a source. The Coach uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators. |   |   |   | 4P1) The Instructional Coach also...<br><br>The Instructional Coach meets with teachers and teams to analyze data from multiple sources.<br><br>The Coach uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction and helps students self-assess and direct their own learning. |   |   |   | 4S1) The Instructional Coach also...<br><br>The Instructional Coach routinely meets with teachers and teams to analyze data from multiple sources to inform instruction. The Coach is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress promoting continuous growth. |  |  |  |
| <b>Professional Frames</b>  |   |   |   |  |   |   |   |  |  |  |  |
| <b>Evidence of Commitment</b><br><br>Current, accurate information is maintained on each student's status and progress  |   |   |   | <b>Evidence of Commitment</b><br><br>Plans for accurate and timely feedback based on multiple data points  |   |   |   | <b>Evidence of Commitment</b><br><br>Models strategies to keep accurate records and information  |  |  |  |
| <b>Evidence of Practice</b><br><br>Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills  |   |   |   | <b>Evidence of Practice</b><br><br>Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth   |   |   |   | <b>Evidence of Practice</b><br><br>Presents, or acts, as a resource on maintaining records and the accurate use of data when communicating student progress promoting continuous growth.   |  |  |  |
| <b>Evidence of Impact</b><br>N / A  |   |   |   | <b>Evidence of Impact</b><br>N / A   |   |   |   | <b>Evidence of Impact</b><br>N / A   |  |  |  |
| <b>Score:</b>   | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8  |  |  |  |

## Instructional Coach Growth Guide 6.2

## Standard 6: Data Collection and Analysis

The Instructional Coach facilitates the collection, analysis and interpretation of data from multiple sources.

Quality Indicator 2: Links Student Data to Professional Learning (Correlates to SCSD Teacher Growth Guide 7.3 & 7.4)

| <p style="text-align: center;"><b>Beginning/Developing</b></p> <p>4D2) The Instructional Coach ...</p> <p>The Instructional Coach assists teachers and teams to use data from a source to determine how professional development has impacted teacher practice and student learning. The coach models assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities.</p> <p>The Coach collects relevant information to plan future instruction.</p>   | <p style="text-align: center;"><b>Proficient</b></p> <p>4P2) The Instructional Coach also...</p> <p>The Instructional Coach routinely assists teachers or teams to use data from multiple sources to determine how professional development has impacted teacher practice and student learning. The coach models assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities. The Coach collects relevant information to plan future instruction.</p>               | <p style="text-align: center;"><b>Distinguished</b></p> <p>4S2) The Instructional Coach also...</p> <p>The Instructional Coach routinely assists teachers or teams to use data from multiple sources to determine how professional development has impacted teacher practice and student learning. The Coach models for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others. The coach drives the building and/or district use of ongoing, consistent assessment to gather data about student achievement.</p> |                                   |                                   |                                   |                                   |                                   |          |
|--|--|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------|
| <p><b>Professional Frames</b></p>  |  |  |                                   |                                   |                                   |                                   |                                   |          |
| <p><b>Evidence of Commitment</b><br/>N / A<br/>Planning for class instruction is based on data from previous learning</p> <p><b>Evidence of Practice</b><br/>Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback<br/>Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary.</p> <p><b>Evidence of Impact</b><br/>Students become aware of their learning behaviors, strengths, needs and progress and are involved in personal-goal setting and self-assessment activities .</p> | <p><b>Evidence of Commitment</b><br/>N / A<br/>Instruction design is modified based on data from previous learning</p> <p><b>Evidence of Practice</b><br/>Professionally develops teachers on how to guide students to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals. Modifies instruction based on observation data and monitors to confirm impact.</p> <p><b>Evidence of Impact</b><br/>Students reflect on their own learning, including setting personal goals.</p> | <p><b>Evidence of Commitment</b><br/>N / A<br/>Lesson design includes ongoing, consistent assessments</p> <p><b>Evidence of Practice</b><br/>Acts as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others. Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process.</p> <p><b>Evidence of Impact</b><br/>Students report on their own progress to the teacher, parents, and others.</p>  |                                   |                                   |                                   |                                   |                                   |          |
| <p><b>Score:</b></p>   | <p>1 <input type="checkbox"/></p>  | <p>2 <input type="checkbox"/></p>  | <p>3 <input type="checkbox"/></p> | <p>4 <input type="checkbox"/></p> | <p>5 <input type="checkbox"/></p> | <p>6 <input type="checkbox"/></p> | <p>7 <input type="checkbox"/></p> | <p>8</p> |

## Instructional Coach Growth Guide 6.3

## Standard 6: Data Collection and Analysis

The Instructional Coach facilitates the collection, analysis and interpretation of data from multiple sources.

Quality Indicator 3: Analyzes the Impact of Coaching (Correlates to SCSD Teacher Growth Guide 3.2)

| <b>Beginning/Developing</b>   |                                   |                                   |                                   | <b>Proficient</b>   |                                   |                                   | <b>Distinguished</b>   |          |
|---|-----------------------------------|-----------------------------------|-----------------------------------|---|-----------------------------------|-----------------------------------|--|----------|
| 4D3) The Instructional Coach ...<br><br>The Instructional Coach collects data to assess the impact of his/her coaching. |                                   |                                   |                                   | 4P3) The Instructional Coach also...<br><br>The Instructional Coach collects data throughout the year to assess the impact of his/her coaching. In the analysis of his/her coaching, the Instructional Coach will make adjustments needed to positively impact student learning and teacher growth. |                                   |                                   | 4S3) The Instructional Coach also...<br><br>The Instructional Coach collects on-going and end of year data to assess the impact of his/her own work throughout the school and district. In the analysis of his/her coaching, the Instructional Coach will make adjustments needed to positively impact student learning and teacher growth. The Coach demonstrates leadership in the development of instructional strategies and interventions to accomplish district instructional goals based on multiple assessment data, curriculum and an analysis of district student needs. |          |
| <b>Professional Frames</b>  |                                   |                                   |                                   |   |                                   |                                   |  |          |
| <b>Evidence of Commitment</b><br>N / A  |                                   |                                   |                                   | <b>Evidence of Commitment</b><br>N / A  |                                   |                                   | <b>Evidence of Commitment</b><br>N / A   |          |
| <b>Evidence of Practice</b><br>Accurate data collection   |                                   |                                   |                                   | <b>Evidence of Practice</b><br>Organized and accurate data collection<br>Reflection on impact of coaching   |                                   |                                   | <b>Evidence of Practice</b><br>Organized and accurate data collection<br>Reflection on impact of coaching<br>Research based instructional strategies being implemented based on student need   |          |
| <b>Evidence of Impact</b><br>N/A  |                                   |                                   |                                   | <b>Evidence of Impact</b><br>N/A  |                                   |                                   | <b>Evidence of Impact</b><br>N/A   |          |
| <b>Score:</b>   | <b>1</b> <input type="checkbox"/> | <b>2</b> <input type="checkbox"/> | <b>3</b> <input type="checkbox"/> | <b>4</b> <input type="checkbox"/>   | <b>5</b> <input type="checkbox"/> | <b>6</b> <input type="checkbox"/> | <b>7</b> <input type="checkbox"/>  | <b>8</b> |

## Instructional Coach Growth Guide 6.4

## Standard 6: Data Collection and Analysis

The Instructional Coach facilitates the collection, analysis and interpretation of data from multiple sources.

Quality Indicator 4: Works to Close the Achievement Gap (Correlates to SCSD Teacher Growth Guide 2.1)

| <b>Beginning/Developing</b>  |                          |                          |                          | <b>Proficient</b>   |                          |                          | <b>Distinguished</b>  |   |
|--|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|---|---|
| 4D4) The Instructional Coach also...   |                          |                          |                          | 4P4) The Instructional Coach also...  |                          |                          | 4S4) The Instructional Coach also...  |   |
| <p>The Instructional Coach facilitates conversation with teachers to problem solve and/or adapt new strategies/interventions for the purpose of closing the achievement gap. The Coach applies understanding of child/adolescent growth and development markers to recommend instruction that fosters development in students.</p> |                          |                          |                          | <p>The Instructional Coach facilitates data-based dialogue with teachers to identify or design interventions for the purpose of closing the achievement gap. The Coach uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.</p> |                          |                          | <p>The Instructional Coach facilitates data-based dialogue with teachers to identify or design interventions for the purpose of closing the achievement gap. Assists teachers in development and implementation of results-driven action plan focused on closing the achievement gap. Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.</p> |   |
| <b>Professional Frames</b>   |                          |                          |                          |   |                          |                          |   |   |
| <b>Evidence of Commitment</b>  |                          |                          |                          | <b>Evidence of Commitment</b>   |                          |                          | <b>Evidence of Commitment</b>   |   |
| Knows and can apply theories of child/adolescent growth  |                          |                          |                          | Monitors and charts learner progress toward goals   |                          |                          | Maintains resources to assist colleagues in their understanding of developmental theories   |   |
| <b>Evidence of Practice</b>  |                          |                          |                          | <b>Evidence of Practice</b>   |                          |                          | <b>Evidence of Practice</b>   |   |
| Examples or research on models of growth and development are used as a resource to guide instructional decisions   |                          |                          |                          | Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities   |                          |                          | Is able to act as a resource to other colleagues in using models of growth and development to guide instruction   |   |
| <b>Evidence of Impact</b>  |                          |                          |                          | <b>Evidence of Impact</b>   |                          |                          | <b>Evidence of Impact</b>   |   |
| Students development increases as a result of teacher's use of theories as a resource  |                          |                          |                          | Students progress to the next level of development as a result of teacher's use of assessment   |                          |                          | Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly.   |   |
| <b>Score:</b>  | 1                        | 2                        | 3                        | 4   | 5                        | 6                        | 7   | 8 |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |   |

## Instructional Coach Growth Guide 6.5

## Standard 6: Data Collection and Analysis

The Instructional Coach facilitates the collection, analysis, and interpretation of data from multiple sources.

Quality Indicator 5: Facilitates Analysis and Interpretation of Data for District-Wide Student Achievement and Program Evaluation  
(Correlates to SCSD Teacher Growth Guide 7.6)

| <b>Beginning/Developing</b>  |   |                          | <b>Proficient</b>  |                          |   | <b>Distinguished</b>   |   |                          |   |                          |   |                          |   |                          |   |
|--|---|--------------------------|--|--------------------------|---|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|
| 4D4) The Instructional Coach also...   |   |                          | 4P4) The Instructional Coach also...   |                          |   | 4S4) The Instructional Coach also...   |   |                          |   |                          |   |                          |   |                          |   |
| The Instructional Coach meets with teachers, administrators or teams to analyze data from only one source. The Coach works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions. |   |                          | The Instructional Coach meets with teachers, administrators and teams to analyze data from multiple sources. The Coach helps to establish, maintain and participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification. |                          |   | The Instructional Coach routinely meets with teachers, administrators and teams to analyze data from multiple sources to inform curriculum, instruction, school improvement, and program evaluation. The coach acts in a leadership position when working in district teams to analyze data to measure accomplishment of curricular goals and to use this information to inform instruction. |   |                          |   |                          |   |                          |   |                          |   |
| <b>Professional Frames</b>   |   |                          |  |                          |   |  |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Commitment</b><br>Bases lesson design on data analysis  |   |                          | <b>Evidence of Commitment</b><br>Can model how lesson design is positively impacted by data analysis   |                          |   | <b>Evidence of Commitment</b><br>Plans for participating in a professional learning community activities .   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Practice</b><br>Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice .  |   |                          | <b>Evidence of Practice</b><br>Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice.  |                          |   | <b>Evidence of Practice</b><br>Acts as a leader in the development and operation of a professional learning community and in assisting others in their understanding of data analysis.   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Evidence of Impact</b><br>N / A   |   |                          | <b>Evidence of Impact</b><br>N / A   |                          |   | <b>Evidence of Impact</b><br>N / A   |   |                          |   |                          |   |                          |   |                          |   |
| <b>Score:</b>  | 1 | <input type="checkbox"/> | 2  | <input type="checkbox"/> | 3 | <input type="checkbox"/>   | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |

# Instructional Coach Growth Guide 7.1

# Standard 7: Professional Responsibilities

The Instructional Coach understands the importance of demonstrating compliance with building and district policies and procedures.

Quality Indicator 1: Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures while maintaining confidentiality/privacy. (Correlates to SCSD Teacher Growth Guide 10)

| <b>Beginning/Developing</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |                            |                            |                            |                            |                            |   |
|---|--|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| <p>7D1) The Instructional Coach also...</p> <p>See evidence of practice</p>   | <p>7P1) The Instructional Coach also...</p> <p>Maintains accurate records in a timely manner, exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.</p>   | <p>7S1) The Instructional Coach also...</p> <p>Assists/mentors other staff members in maintaining records and adherence to policies and procures while maintaining confidentiality/privacy.</p>                                       |                            |                            |                            |                            |                            |   |
| <b>Professional Frames</b>  |  |   |                            |                            |                            |                            |                            |   |
| <p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b><br/>The instructional coach's records are organized.</p> <p>The instructional coach is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The instructional coach schedules time off in accordance with Board policy.</p> <p>The teacher's practice requires support in understanding school/district policies and procedures.</p> <p>The instructional coach honors the confidential nature of student information.</p> <p><b>Evidence of Impact</b><br/>N / A</p> | <p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b><br/>Records such as school wide data, interventions, professional development, etc. are maintained and updated in a timely manner. The coach is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The coach schedules time off in accordance with Board policy. The coach consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations. The coach honors the confidential nature of teacher and student information.</p> <p><b>Evidence of Impact</b><br/>N / A</p> | <p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b><br/>The coach serves as a mentor to others regarding record keeping, and adherence to policies and procedures.</p> <p><b>Evidence of Impact</b><br/>N / A</p> |                            |                            |                            |                            |                            |   |
| <b>Score:</b>   | 1 <input type="checkbox"/>   | 2 <input type="checkbox"/>  | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 |