PROPOSED INSTRUCTIONAL COACH POWER TOOL

AND RUBRIC

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**PROPOSED COACH POWER TOOL**

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| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| **A. Curriculum and Planning Indicator**  I-A-1. Subject Matter Knowledge  I-A-3. Rigorous Standards-Based Unit Design  **I-A-4. Well-Structured Lessons** | **A. Instruction Indicator**  **II-A-3.** Diverse Learners’ Needs  **(NEW from Admin I-B-3)** |  | **A. Reflection Indicator**  IV-A-1. Reflective Practice  IV-A-2. Goal Setting |
| **B. Assessment Indicator**  I-B-1 Variety of Assessment Methods  I-B-2 Adjustment to Practice | **B. Learning Environment Indicator**  **II.B.2. Time for Collaboration**  **(NEW from Admin II-C-2 Time for Collaboration).** | **B. Collaborates with families.**  **III-B-2. Curriculum Support.** |  |
| **C. Analysis Indicator**  I-C-2.Sharing Conclusions With Colleagues |  |  | **C. Collaboration Indicator**  **IV.C.1a.** Professional Collaboration with Educators  IV.C.1b. Professional Collaboration: Professional Development Planning and Implementation  **(NEW from Newton Public Schools / adapted)** |
|  | **D. Expectations Indicator**  **II-D-3: Access to knowledge** |  |  |

***Standard I: Curriculum, Planning, and Assessment.*** *The instructional coach promotes the learning and growth of all teachers and students by providing high-quality and coherent instruction, designing authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing teachers with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

**Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**

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| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1.  Subject Matter Knowledge | Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages teachers in learning experiences focused on complex knowledge or skills in the subject. | Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging teachers in learning experiences around complex knowledge and skills in the subject. | **Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging teachers in learning experiences that enable them to acquire complex knowledge and skills in the subject.** | Demonstrates expertise in subject matter and the pedagogy it requires by engaging all teachers in learning experiences that enable them to synthesize complex knowledge and skills in the subject. |
| I-A-2.  Child and Adolescent Development | Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes. | Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes. | **Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.** | Demonstrates expert knowledge of the developmental levels of the teacher’s own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element. |

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| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-3.  Rigorous  Standards-Based Unit Design | Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills. | Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills. | **Leads teams and teachers in designing units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.** | Leads teams of teachers in designing integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element. |
| I-A-4.  Well-Structured Lessons | Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class. | Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | **Supports teachers in developing well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.** | Supports teachers in develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element. |

**Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.**

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| **I-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-1.  Variety of Assessment Methods | Uses only the assessments required by the school and/or measures only point-in-time student achievement. | May use some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards. | **Designs and may use and shows teachers, a variety of informal and formal methods and assessments, including common interim assessments, to measure each student’s learning, growth, and progress toward achieving state/local standards.** | Designs, uses, and shows an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element. |
| I-B-2.  Adjustment to Practice | Makes few recommendations to teachers to make adjustments to practice based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally coaches and supports teachers to adjust practice or modify future instruction based on the findings. | **Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to coach and support teachers to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.** | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to coach and support teachers to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element. |

**Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.**

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| **I-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-C-1.  Analysis and Conclusions | Does not draw conclusions from student data beyond completing minimal requirements such as grading. | Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions. | **Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.** | Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element. |
| I-C-2.  Sharing Conclusions  With Colleagues | Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback. | Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning. | **Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning through multiple and varied groupings.** | Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning  **through multiple and varied groupings**. Is able to model this element. |
| I-C-3.  Sharing Conclusions  With Students | Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance. | Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives. | **Based on assessment results, provides teachers support in creating descriptive feedback to share with students and families; also engages students and families in constructive conversation that focuses on how students can improve their performance.** | Provides teachers support in establishing early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element. |

**Instructional Coach Addition:**

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| **Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district,**  **and school assessment results and growth data, to inform school and district goals and improve organizational**  **performance, educator effectiveness, and student learning.** | | | | |
| **I-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-E-2.  School and District Goals | Uses limited or no data and/or does not appropriately or effectively assess the department’s strengths and areas of improvement and./or does not create focused, measurable department goals that are aligned with school-wide goals. | Assesses the department’s strengths and weaknesses using data that is not carefully analyzed and/or writes an unfocused departmental strategic plan and/or creates a departmental plan that is not aligned with school-wide goals..  . | Uses data to appropriately and effectively assess the school’s strengths and areas of improvement to inform the development of focused, measurable school-wide goals. | Involves stakeholders, including members of the school’s ILT, and uses data to thoroughly and comprehensively assess and analyze the school’s strengths and areas of improvement to inform the development of focused, measurable school-wide goals.  Is able to model this element. |

***Standard II: Teaching All Students.*** *The instructional coach promotes the learning and growth of all teachers and students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

**Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

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| **II-A.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-1.  Quality of Effort and Work | Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort. | May support teachers through modeling and coaching and states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help teachers communicate to students what is expected of them; may establish inappropriately low expectations for quality and effort. | **Consistently supports teachers through modeling and coaching to define high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.** | Consistently **supports teachers through modeling and coaching to** define high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element. |
| II-A-2.  Student Engagement | Uses instructional practices that leave most students uninvolved and/or passive participants. | **May support teachers through modeling and coaching to** use instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants. | **Consistently supports teachers through modeling and coaching to use instructional practices that are likely to motivate and engage most students during the lesson.** | Consistently **supports teachers through modeling and coaching to** use instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element. |
| II-A-3.  Meeting Diverse Needs  See I-B-3 rubric below to replace II-A-3. | ~~Uses limited and/or inappropriate practices to accommodate differences.~~ | ~~May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.~~ | **~~Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.~~** | ~~Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.~~ |

**Instructional Coach Addition:**

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| **Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of**  **effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and**  **levels of readiness.** | | | | |
| **I-B Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-3.  Diverse Learners’ Needs | While observing practices, consulting with teachers, and/or planning lessons, does not look for and/or cannot identify a variety of teaching strategies and practices that are effective with all learners. Does not support educators to uphold these expectations consistently. | While observing practices, consulting with teachers, and/or planning lessons, occasionally looks for and identifies a variety of teaching strategies and practices which are effective with all learners and supports educators to uphold these expectations consistently. | While observing practices, consulting with teachers, and/or planning lessons, looks for and identifies a variety of teaching strategies and practices which are effective with all learners and supports educators to uphold these expectations consistently. | While observing practices, consulting with teachers, and/or planning lessons, ensures that teachers know and employ a variety of teaching strategies and practices that are effective with all learners and supports educators to uphold these expectations consistently. Is able to model this element. |

**Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates teachers and students to take academic risks, challenge themselves, and claim ownership of their learning.**

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| **II-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-1.  Safe Learning Environment | Provides no support to teachers in creating a safe intellectual environment, including rituals, routines, and/or responses. | Inconsistently supports teachers in creating a safe intellectual environment including rituals, routines, and responses. | Consistently supports teachers in creating **ses rituals, routines, and appropriate responses that create and maintain a safe intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.** | Consistently supports teachers in creating rituals, routines, and proactive responses that create and maintain a safe intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| ~~II-B-2.~~  ~~Collaborative Learning Environment~~  Replace II-B-2 Collaborative Learning Environment with Indicator II-C-2 Time for Collaboration (below)~~.~~ | ~~Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.~~ | ~~Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.~~ | **~~Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.~~** | ~~Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.~~ |
| II-B-3.  Student Motivation | Rarely supports teachers in creating some learning experiences s, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn. | Inconsistently supports teachers in creating some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks. | **Consistently supports teachers in creating learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.** | Consistently supports teachers in creating learning experiences to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues. |

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| **Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.** | | | | |
| **II-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-C-2.  Time for Collaboration | Rarely plans and/or facilitates collaboration among colleagues (e.g., general education, special education, and English learner staff) in such work as examining student work, drawing conclusions about student progress, offering feedback about instructional or assessment practices that will support improved student learning, developing standards-based units, and planning interventions. | Inconsistently and/or ineffectively plans and facilitates collaboration among colleagues (e.g., general education, special education, and English learner staff) in such work as examining student work, drawing conclusions about student progress, offering feedback about instructional or assessment practices that will support improved student learning, developing standards-based units, and planning interventions. | Consistently and effectively plans and facilitates collaboration among colleagues (e.g., general education, special education, and English learner staff) in such work as examining student work, drawing conclusions about student progress, offering feedback about instructional or assessment practices that will support improved student learning, developing standards-based units, and planning interventions. | Thoroughly plans and facilitates collaboration among colleagues (e.g., general education, special education, and English learner staff) in such work as examining student work, drawing conclusions about student progress, offering feedback about instructional or assessment practices that will support improved student learning, developing standards-based units, and planning interventions. Is able to model this element. |

**Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.**

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| **II-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-C-1.  Respects Differences | Establishes an environment in which teachers and students demonstrate limited respect for individual differences. | Establishes an environment in which teachers and students generally demonstrate respect for individual differences | **Consistently uses strategies and practices that are likely to enable teachers and students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.** | Establishes an environment in which teachers and students respect and affirm their own and others’ differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |
| II-C-2.  Maintains Respectful Environment | Minimizes or ignores colleague and/or student conflicts and/or responds in inappropriate ways. | Anticipates and responds appropriately to some colleague and/or student conflicts or misunderstandings but ignores and/or minimizes others. | **Anticipates and responds appropriately to** colleague and/or student **conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.** | Anticipates and responds appropriately to colleague and/or student conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice. |

**Indicator II-D. Expectations: Coaches teachers to plans and implement lessons that set clear and high expectations and also make knowledge accessible for all students.**

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| **II-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-D-1.  Clear Expectations | Rarely coaches teachers to make specific academic and behavior expectations clear to students. | Occasionally coaches teachers to announce and post classroom academic and behavior rules and consequences, and inconsistently or ineffectively reinforces them. | **Coaches teachers to clearly communicate and consistently enforce specific standards for student work, effort, and behavior.** | Coaches teachers to clearly communicate and consistently enforce specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-2.  High Expectations | Rarely coaches teachers to tell students that the subject or assignment is challenging and that they need to work hard, and/or does little to counteract student misconceptions about innate ability. | Occasionally coaches teachers to tell students that the subject or assignment is challenging and that they need to work hard, and/or does little to counteract student misconceptions about innate ability. | **Coaches teachers to effectively model and reinforce ways that students can master challenging material through effective effort, rather than having to depend on innate ability.** | Coaches teachers to effectively model and reinforce ways that students can consistently master challenging material through effective effort. Successfully challenges teachers’ and students’ misconceptions about innate ability. Is able to model this element. |
| II-D-3.  Access to Knowledge | Rarely coaches teachers to adapt instruction, materials, and assessments to make challenging material accessible to all students. | Occasionally coaches teachers to adapt instruction, materials, and assessments to make challenging material accessible to all students. | **Consistently coaches teachers to adapt instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.** | Consistently coaches teachers, individually and in groups to consistently adapt instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element. |

***Standard III: Family and Community Engagement.*** *The instructional coach promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

**Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**

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| **III-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-A-1.  Parent/Family Engagement  (Adapted from Newton Public Schools Instructional Coach Rubric) | Rarely works with and supports faculty to actively involve families in their child’s learning and school community. Rarely uses culturally sensitive practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. | Occasionally works with and supports faculty to actively involve families in their child’s learning and school community. Occasionally uses culturally sensitive practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. | Consistently works with and supports faculty to actively involve families in their child’s learning and school community. Uses culturally sensitive practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. | Consistently works with and supports faculty to actively involve families in their child’s learning and school community. Uses and odels culturally sensitive practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Is able to model this element. |

**Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.**

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| **III-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-B-1.  Learning Expectations  (Adapted from Newton Public Schools Instructional Coach Rubric) | Rarely supports educators in informing parents about learning expectations. | Occasionally supports educators in informing parents about learning expectations. | **Consistently supports educators to regularly provide parents with clear, user-friendly expectations for student learning.** | **Consistently supports educators to** successfully convey to most parents student learning expectations. Is able to model this element. |
| III-B-2.  Curriculum Support  (Adapted from Newton Public Schools Instructional Coach Rubric) | Rarely, if ever, supports educators in communicating with parents on ways to support children at home or at school. | Occasionally **supports educators to** send home some suggestions on how parents can support children at home or at school. | **Consistently supports educators to regularly update parents on curriculum throughout the year and suggests differentiated strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.** | Consistently supports educators to successfully prompts most families to use one or more differentiated strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element. |

**Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.**

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| **III-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1.  Two-Way Communication | Rarely supports teachers in using a two-way communication system with families about student performance. | Occasionally supports teachers in **using a two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.** | **Regularly supports teachers in using two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.** | Regularly supports educators in using a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element. |
| III-C-2.  Culturally Proficient Communication | Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully. | May communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | Always communicates respectfully with families and demonstrates understanding and appreciation of different families’ home language, culture, and values | Always communicates respectfully with families and demonstrates understanding and appreciation of different families’ home language, culture, and values. Is able to model this element. |

***Standard IV: Professional Culture.*** *The instructional coach promotes the learning and growth of all teachers and students through ethical, culturally proficient, skilled, and collaborative practice.*

**Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**

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| **IV-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1.  Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with colleagues and students , but rarely uses insights to improve practice. | **Regularly reflects on the effectiveness of lessons, units, and interactions with colleagues and students, both individually and in groups, , and uses insights gained to improve practice and student learning.** | Regularly reflects on the effectiveness of lessons, units, and interactions with colleagues and students, both individually and in groups; and uses insights gained to improve practice and student learning. Is able to model this element. |
| IV-A-2.  Goal Setting | Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. | Occasionally supports teachers in developing goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data. | **Supports teachers in developing challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.** | Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element. |

**Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.**

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| **IV-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-B-1.  Professional Learning and Growth | Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. | Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice. | **Consistently engages in learning to increase coaching skills and pedagogical knowledge from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.** | Consistently engages in learning to increase coaching skills and pedagogical knowledge from **supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**  Is able to model this element. |

**Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**

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| **IV-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-C-1a  Professional Collaboration with Educators | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. | Does not consistently collaborate with colleagues in ways that support productive team effort. | **Consistently and effectively collaborates with colleagues in such work as developing standards-based units/lessons, examining student work, analyzing student performance, and planning appropriate intervention.** | Supports colleagues to collaborate in areas such as developing standards-based units/lessons, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element. |
| IV-C-1b  Professional Collaboration: Professional Development Planning and Implementation **Instructional Coach Addition**  (Adapted from Newton Public Schools) | **Leads professional development sessions for the school and district.** | **Leads relevant professional development sessions for the school and district.** | **Leads clear, well-organized, engaging and relevant professional development sessions for the school and district, and seeks feedback.** | **Leads clear, well-organized, engaging and relevant professional development sessions for the school and district, and seeks feedback. Is able to model with element for aspiring coaches or teacher leaders.** |

**Instructional Coach Addition:**

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| **Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.** | | | | |
| **IV-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-C-1. Communication Skills  (from Admin rubric) | Demonstrates ineffectual interpersonal, written, or verbal communication skills. | May demonstrate interpersonal, written, and verbal communication skills, but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders. | Demonstrates strong interpersonal, written and verbal communication skills. | Demonstrates strong context – and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element. |

**Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.**

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| **IV-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-D-1.  Decision-Making | Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise. | May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise. | **Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.** | In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element. |

**Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.**

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| **IV-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-E-1a  Shared Responsibility | Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. | Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | **Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.** | Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element. |
| IV-E-1a.  Shared Responsibility: Achievement Gaps  **Instructional Coach Addition:**  (Adapted from Newton Public Schools) | **Rarely identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps.** | **Occasionally identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps.** | **Consistently identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps.** | **Consistently identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps. Builds capacity among teacher colleagues facilitate this type of data analysis. Is able to model with element for aspiring coaches or teacher leaders.** |

**Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.**

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| **IV-F. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-F-1.  Judgment | Demonstrates poor judgment and/or discloses confidential student information inappropriately. | Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information. | **Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.** | Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element. |
| IV-F-2.  Reliability & Responsibility | Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent. | Occasionally misses or is late to assignments, completes work late, and/or makes errors in records. | **Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.** | Consistently fulfills all professional responsibilities to high standards. Is able to model this element. |