Possible **examples** of how the Framework For Teaching could apply to
Instructional Coaches

Domain 1: Planning and Preparation

		Failing	Needs Improvement	Proficient	Distinguished
1a. Demonstrating knowledge of Content and Pedagogy	**General Examples**	The instructional coach demonstrates little knowledge or familiarity with discipline specific pedagogy.	The instructional coach demonstrates basic familiarity with discipline specific pedagogy and trends in professional development.	The instructional coach demonstrates thorough knowledge and application of current research in discipline specific pedagogy and trends in professional development.	The instructional coach's knowledge and consistent application of current research in discipline specific pedagogy and trends in professional development is wide and deep.
1a. Specific Examples		Coach teaches a model lesson not grounded on domain-specific pedagogy and research-based practices. Teacher and coach do not have a conversation about lesson before or after instruction. Coach distributes resources at a faculty meeting with no connection to domain-specific pedagogy or research-based practices.	The instructional coach collaborates in the classroom, but does not support all aspects of a before, during, and after cycle of consultation with teachers or does not focus process on best practices in teaching and learning. Coach plans and presents a random research-based strategy to faculty with little or no interaction or connection with adult learners.	➢ Coach plans with teacher to incorporate research-based practice, co-teaches, and models or collects evidence based on best practice, and reflects with teacher about effectiveness of best practice on student outcomes after the lesson. ➢ Coach plans and facilitates professional development (PLC meeting, grade-level meeting, and staff meeting) that demonstrates knowledge of effective practices for instruction and adult learning.	➢ Coach creates, plans and facilitates opportunities for peer consultation (i.e. Instructional learning visits, PLCs, etc.) to extend before, during, and after cycle beyond individual teacher and coach to build capacity for deeper knowledge of teaching and learning. ➢ Coach designs and facilitates professional development that demonstrates extensive knowledge of instructional effective practices and transfers ownership of professional learning to teachers (i.e., teachers sharing successes and strategies, discussing effectiveness of strategies, using shared protocols).
1b. Demonstrating Knowledge of Students	**General Examples**	Instructional coach demonstrates little or no knowledge of the needs of adult learners or needs of the staff when planning learning activities.	Instructional coach demonstrates basic knowledge of the staff and of adult learners when planning professional learning activities.	Instructional coach demonstrates thorough knowledge of adult learners and needs of the building staff when planning to meet with teachers or to provide professional development.	Instructional coach is deeply familiar with the needs of adult learners, individual teachers and the building in general and uses that knowledge to plan or to shape professional development as well as group or one-to-one support.
1b. Specific Examples		The instructional coach does not question or survey staff about professional development needs. Instructional coach provides resources to staff that are unrelated to the needs of students.	The instructional coach questions or surveys the staff to ascertain their needs, but does not fully integrate results into planning for professional support. The instructional coach presents professional development sessions to staff that are based on the needs of students as evidence by data that may be outdated or irrelevant.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to plan for professional support. The instructional coach uses current and relevant data (walk through, student achievement, common assessments, etc.) to plan professional development for staff or in work with individual teachers.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to collaboratively plan for professional support with staff. The instructional coach works with teachers to analyze all available student data in order to construct, implement and monitor a plan that addresses student needs.

Domain 1: Planning and Preparation

	Failing	Needs Improvement	Proficient	Distinguished
1c. Setting Instructional Outcomes — General Examples	Instructional coach does not set clear objectives or they are inappropriate to the situation or the needs of the staff, and are not aligned to the strategic plan.	Instructional coach sets objectives that are rudimentary and are partially suitable to the situation and the needs of the staff. Objectives may be aligned to the strategic plan.	Instructional coach sets objectives that are clearly communicated and matched to the situation, the needs of individual teachers, and are aligned to the strategic plan.	Instructional coach's objectives are highly appropriate to the situation, to the needs of the staff, and are aligned to the strategic plan. They have been developed through consultation with administrators and colleagues and reflect effective practices in current research.
1c. Specific Examples	The instructional coach does not design professional growth goals for working with staff.	The instructional coach sets professional growth goals for working with staff that may not be consistent with the goals of the school and district.	Instructional coach works with the administrator to set clear, focused professional growth goals for working with the staff that are consistent with the goals of the school and district.	Instructional coach and teacher collaboratively set professional growth goals for individual teacher growth that are aligned with school and district goals.
1d. Demonstrating Knowledge of Resources — General Examples	The instructional coach demonstrates little or no familiarity with resources to enhance knowledge.	The instructional coach demonstrates some familiarity with resources available in the school or district. The coach does not seek to extend his/her own knowledge beyond what is readily available.	The instructional coach is fully knowledgeable in locating resources available through the school, district, community, or externally (such as the internet) to enhance his/her own knowledge and provide support to teachers.	The instructional coach searches for evidence-base resources beyond the school, district, and community or externally to enhance his/her own learning and utilize in coaching and professional development.
1d. Specific Examples	The instructional coach has little or no knowledge of available resources to support coaching practice. The instructional coach does not provide resources for teachers.	The instructional coach uses outdated or irrelevant resources to support coaching practice. The instructional coach provides resources only when teachers request them.	The instructional coach knows where to find appropriate resources for improving coaching practice (i.e. networking, professional reading, conference participation). The instructional coach provides available resources to teachers to support the school, district, or individual teacher goals.	The instructional coach evaluates the appropriateness of resources based on the needs of the school or district. The instructional coach evaluates the appropriateness of available resources and seeks additional resources to support the school, district, or individual teacher goals.

Instructional Coaches

Domain 1: Planning and Preparation

	Failing	Needs Improvement	Proficient	Distinguished
1e. Designing Coherent Instruction — General Examples	The instructional coach does not consider learners or current resources in planning and creates or generates materials that are disorganized and do engage learners nor support transfer of knowledge and skills.	The instructional coach uses partial knowledge of content, learners and/or resources to create learning experiences that engage some of the learners and support partial transfer and adoption of skills.	The instructional coach gathers knowledge of content, learners and resources to create learning experiences that support transfer and adoption of skills for groups of learners. The organization and detail of learning materials enhance engagement.	The instructional coach gathers knowledge of content, learners, and resources to develop differentiated learning experiences that support teachers in integrating evidence based practices into their teaching. The learning experiences are designed to allow learners to follow different pathways based on their level of prior knowledge.
1e. Specific Examples	The instructional coach provides a one-time demonstration of an instructional strategy with no plan for follow-up.	The instructional coach provides ongoing professional development sessions to support a year-long instructional focus but does not support individual teachers in implementation.	The instructional coach collaborates with leadership team to design a long term instructional plan that includes professional development sessions and individual teacher support through the before, during and after cycle of consultation.	The instructional coach provides opportunities to involve all stakeholders in designing a long term instructional plan that includes professional development sessions and individual teacher support though the before, during, and after cycle of consultation.
1f. Designing Student Assessments — General Examples	The instructional coach does not create a plan or the plan is inappropriate to evaluate the professional development. The coach does not use assessment to plan future learning activities.	The instructional coach's evaluation plan is partially aligned to instructional outcomes but are not made clear. The coach uses a single type of assessment which limits planning for the future professional development and coaching support.	The instructional coach regularly plans for learner assessment, the criteria is clear and aligned with instructional outcomes. The instructional coach uses both formative and summative assessment to plan for future professional development and coaching support.	The instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development or coaching support on an ongoing basis.
1f. Specific Examples	The instructional coach does not design any evaluation for his or her professional development. The instructional coach shares an assessment with the teacher without regard to student learning objectives, standards, or learning outcomes.	The instructional coach designs an end-of-session evaluation for teachers, but does not use this data for future planning. The instructional coach collaborates with teachers to develop summative assessments with no follow-up to support instruction.	The instructional coach has a plan in place to implement changes for future professional development based on formative and end-of-session evaluations or through one-on-one coaching sessions. The instructional coach collaborates with teachers to develop a cycle of formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.	The instructional coach has a plan in place to implement changes to future professional development based on formative and end-of-session evaluations or through one-on-one coaching sessions. The coach has a plan to monitor implementation of new learning. The instructional coach collaborates with teachers to develop differentiated formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.

Instructional Coaches

Domain 2: The Environment

	Failing	Needs Improvement	Proficient	Distinguished
2a. Creating an environment of Respect and Rapport *General Examples*	Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the instructional coach.	Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the instructional coach.	Interactions with building staff demonstrate general trust and respect. Staff seeks support from the instructional coach. The coach maintains a positive, confidential relationship with stakeholders and colleagues.	Interactions with the educational community are highly respectful and demonstrate deep understanding of building needs and levels of skill development. The coach contributes to the culture of the school where all staff feels valued and comfortable taking intellectual risks.
2a. Specific Examples	There is no evidence of teacher and instructional coach working together. Instructional coach does not maintain confidentiality with teachers or administrators.	Instructional coach solicits some teacher interactions, mostly in large group situations. Instructional coach shares general information about teacher practice to an administrator.	Teachers seek interaction with the instructional coach as opposed to coach approaching teachers. Instructional coach maintains confidentiality and models language and behaviors that demonstrate respect and rapport.	As a result of working with an instructional coach, teachers collaborate regularly demonstrating shared ownership of learning. Teachers maintain confidentiality and replicate the language and behaviors used by the coach to demonstrate respect and rapport in teacher to teacher interactions.
2b. Establishing a Culture for Learning *General Examples*	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Instructional coach conveys that professional learning is done in isolation.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in continually improving their instructional skills.	Instructional coach has established a culture of professional inquiry in which staff initiates learning activities (such as a professional learning community) to be undertaken with the support of the coach.
2b. Specific Examples	The instructional coach reports to principal about teacher weaknesses and needs. The instructional coach works in isolation and provides only resources with no connection to learning goals or outcomes.	The instructional coach works confidentially with teachers but is not viewed as a credible resource for instructional improvement. The instructional coach makes connections between resources and learning goals or outcomes, but provides limited opportunities for teachers to collaborate.	The instructional coach creates a culture where the teachers view the coach as a confidential and credible resource for instructional improvement. The instructional coach engages teachers in conversations tied to learning goals or outcomes and provides a variety of opportunities for teachers to collaborate on professional growth (e.g., book/article study, PLC, before, during and after coaching cycles, peer collaboration, etc.)	The number of teachers with whom the instructional coach works continues to increase. As a result of working with the instructional coach, teachers regularly engage in conversations tied to their own learning goals or outcomes and continually collaborate to make adjustments in instructional practice.

Instructional Coaches

Domain 2: The Environment				
	Failing	**Needs Improvement**	**Proficient**	**Distinguished**
2c. Managing Classroom Procedures General Examples	Ineffective management of the learning environment results in significant loss of time for professional learning. Routines are not established and learners are neither collaborative nor productive. The instructional coach does not have a clear procedure for staff to access support.	Inconsistent management of the learning environment results in the loss of time for professional learning. Routines may be established but not implemented consistently. Some learners are collaborative and productive. The instructional coach has established procedures for some types of support.	Effective management of all learning environments results in active learning. Routines are clearly established and most learners are collaborative and productive. The instructional coach has established clear procedures for staff to use in gaining access to all types of support.	The learning environment has been developed with participant input. Transitions are seamless and active learning is present. Routines are clearly established and all learners are collaborative and productive. Procedures for access to support are clear to all staff and have been developed following consultation with administrators and teachers.
2c. Specific Examples	There are no protocols in place and instructional coach makes no attempts to engage participants.	Instructional coach mentions protocols at the beginning of a session or meeting, but does not monitor the effectiveness of the protocols.	Instructional coach implements protocols to effectively manage professional development sessions or meetings with teachers and monitors effectiveness of the protocols.	Instructional coach and teachers collaboratively determine and implement protocols to effectively manage professional development sessions or meetings with teachers and collaboratively monitor the effectiveness of the protocols.
2d. Managing Student Behavior General Examples	Standards of conduct have not been established. Learner participation is not monitored. The instructional coach's response to staff is inconsistent or is disrespectful.	Standards of conduct have been established but not clearly communicated or consistently reinforced. The instructional coach inconsistently manages learner participation. The coach's response to staff may be inappropriate.	Standards of conduct have been established, communicated and reinforced. The instructional coach consistently manages learner participation. The coach's response to staff is appropriate and professional.	Standards of conduct have been developed with staff participation. The instructional coach consistently but subtly manages learner participation. The instructional coach's response to staff is highly effective and sensitive to the learner's needs.
2d. Specific Examples	There are no norms in place and teachers are disrespectful to the instructional coach or one another.	Instructional coach mentions norms at the beginning of a session or meeting, but does not monitor that participants adhere to them.	Instructional coach establishes norms to effectively manage professional development sessions or meetings with teachers and monitors the adherence of the norms.	Instructional coach and teachers collaboratively establish norms to effectively manage professional development sessions or meetings with teachers and hold each other accountable for adhering to the norms.

Domain 2: The Environment				
	Failing	**Needs Improvement**	**Proficient**	**Distinguished**
2e. Organizing Physical Space General Examples	When in the position to control the physical space, the instructional coach does not organize the physical environment.	When in the position to control the physical space, the instructional coach organizes the physical environment to accommodate group size but does not align with the learning goals and/or desired outcomes.	When in the position to control the physical space, the instructional coach organizes the physical environment to align with the learning goals and desired outcomes of the session.	When in the position to control the physical space, the instructional coach and teachers collaboratively organize the physical environment to align with the learning goals and enhance the desired outcomes of the session.
2e. Specific Examples	Instructional coach chooses a space and/or arrangement which impede engagement and/or participation in discussions. Teacher and coach meet in the hallway between classes.	Instructional coach chooses an appropriate space and attempts to arrange the environment to promote interactive participation in the workshop or group collaborative discussion(s) with inconsistent results. The space selected by the coach for individual meetings with teachers is randomly chosen based on availability without consideration for privacy, comfort and/or resources.	Instructional coach chooses an appropriate space and arranges the environment to promote interactive participation in the workshop or group collaborative discussion(s). The space selected by the coach for individual meetings with teachers is private, comfortable and has access to necessary resources.	Instructional coach provides evidence to document that teachers emulate the model provided by the coach in group sessions and purposefully arrange the classroom environment to promote student interactive participation and/or collaborative discussion(s). The space used for individual meetings with teachers is mutually agreed upon and is private, comfortable and has access to necessary resources.

Domain 3: Service Delivery

	Failing	Needs Improvement	Proficient	Distinguished
3a. Communicating with Students **General Examples**	Communications are inappropriate for coaching interactions	Communications are sometimes inappropriate and inconsistent for coaching interactions	Communications are appropriate and consistent for coaching interactions and based on audience needs	Communications include real time differentiation and delivery based on coaching needs
3a. Specific Examples	During a professional development session and/or co-teaching session, the instructional coach uses inaccurate instructional terminology and/or supporting inappropriate instructional strategies. Coach's spoken or written language contains errors in syntax and/or grammar.	During a professional development session and/or co-teaching session, the instructional coach uses accurate instructional terminology and/or appropriate instructional strategies without explaining the meaning and/or use. Coach's spoken or written language is correct but with limited vocabulary or not fully appropriate to the situation.	During a professional development session and/-or co-teaching session, the instructional coach engages in ongoing conversation with teachers using effective and appropriate instructional strategies and academic vocabulary. Coach's spoken or written language is clear and correct and uses vocabulary appropriate to the situation.	During a professional development session and/or co-teaching session, the coach uses a gradual release model and shows evidence that teachers are explaining to other teachers research-based instructional strategies and relevant academic vocabulary. Coach's spoken or written language is clear, correct, appropriate, and expressive. There is evidence of academic vocabulary use by teachers.
3b. Using questioning and Discussion Techniques **General Examples**	The instructional coach asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion.	The instructional coach uses some effective questioning and discussion techniques and the audience is inconsistently engaged in discussions.	The instructional coach uses effective questioning and discussion techniques to probe more deeply and encourage metacognition.	The instructional coach facilitates a discussion using proven and effective questioning and discussion techniques and invites audience to deepen the reflective learning through metacognitive discourse.
3b. Specific Examples	The instructional coach only models the use of close ended questions as a primary strategy and does not use clarifying, probing, or reflective questions. The instructional coach's questions do not promote student thinking.	The instructional coach infrequently uses clarifying, probing, or reflective questions. The instructional coach's questions occasionally promote student thinking and may only have a single answer.	The instructional coach frequently poses clarifying, probing, or reflective questions that stimulate teacher participation and collegial sharing. The instructional coach models questioning and discussion techniques to promote students' higher order thinking.	Teachers and the instructional coach use clarifying, probing, or reflective questions during their interactions to guide inquiry about teaching practice. Over time, the students initiate higher level questioning and discussion techniques as modeled by the instructional coach.

Domain 3: Service Delivery

		Failing	Needs Improvement	Proficient	Distinguished
3c. Engaging Students in Learning	General Examples	Activities, assignments, and materials are inappropriate for instructional outcomes or learner's current level of understanding. The learning session has no structure or is poorly paced.	Activities, assignments, and materials are somewhat appropriate for the instructional outcomes or learner's current level of understanding. The learning session has some structure but not consistently maintained.	Activities, assignments, and materials are consistently appropriate for the instructional outcomes and learner's current level of understanding. Learners are engaged and the structure for learning session is coherent and appropriate to the audience.	Throughout the lesson, learners are engaged and make contributions to the activities, materials, and assignments. The learning session is differentiated to meet the needs of all learners. Learners initiate self-reflection and course correction where necessary.
3c. Specific Examples		Instructional coach lectures for 45 minutes during a professional development activity using generic strategies and resources. The instructional coach provides whole or small group professional development, but does not work individually with teachers.	Instructional coach provides limited opportunities for participation and active engagement using strategies and resources that are relative to content but inconsistent with teacher needs. The instructional coach does not consistently collaborate and reflect with teachers before and after a classroom visit.	Instructional coach provides frequent opportunities for participation and active engagement using strategies and resources relative to content and consistent with teacher needs. The instructional coach collaborates and reflects with teachers before and after classroom visits.	The instructional coach provides ongoing opportunities for teachers to collaborate and/or co-facilitate sustained professional nearing that extends past the professional learning session. The teacher initiates the before, during and after cycle with the coach and other teachers to plan for and reflect on lessons. Teachers initiate the ongoing collaboration with the instructional coach before, during and after classroom visits.
3d. Using Assessment in Instruction	General Examples	The instructional coach does not share assessment tools when working with teachers and provides little or no feedback to learners during or after instruction.	The instructional coach shares limited assessment tools when multiple options are available and more appropriate. Feedback is inconsistent.	The instructional coach shares multiple, appropriate assessment measures. Feedback is consistent and timely.	The instructional coach facilitates and collaborates with teachers to develop common formative assessments and summative assessments. Feedback is consistent and timely.
3d. Specific Examples		The coach does not discuss the use of assessment to drive instruction. The coach and teacher do not use assessments to drive classroom practice. Feedback to students is non-existent The coach does not use a tool to evaluate the effectiveness of a PD session.	Teacher and instructional coach sporadically use formative assessments to analyze student learning. The coach and teacher use assessments inconsistently and ineffectively to drive classroom practice. Feedback to student is limited. The coach uses a tool for teachers to evaluate the effectiveness of a PD session, but inconsistently follows up.	Teacher and instructional coach develop formative assessments to consistently analyze student learning and communicate and share outcomes with students. The coach initiates dialogue in the after session with the teacher to reflect on effectiveness of the assessment to drive classroom practice. Students are aware of how assessments are used to evaluate their work. The coach uses a writing prompt at the end of a PD session to evaluate the effectiveness of the PD session and uses the results to plan next steps.	Instructional coach supports teacher in developing strategies that encourage student self-assessment. In collaboration with the instructional coach, the teacher uses information from the assessment, e.g., exit tickets to assess, plan and create lessons that move student learning forward. Students own the assessment results. The coach plans differentiated support for teachers based on data from PD sessions.

Domain 3: Service Delivery				
	Failing	**Needs Improvement**	**Proficient**	**Distinguished**
3e. Demonstrating Flexibility and Responsiveness **General Examples**	The instructional coach focuses on an instructional design without alignment to adult learner needs or outcomes.	The instructional coach is invested in the success of adult learners; however, adjustments to instructional design are inconsistently made with partially successful results.	The instructional coach promotes the progress of all adult learners, making adequate adjustments to instructional design. The instructional coach accommodates adult questions, needs, and interests.	The instructional coach promotes the successful progress of all adult learners, making seamless adjustments to instructional design. The instructional coach accommodates learner questions and needs, using an extensive repertoire of instructional strategies and tools.
3e. Specific Examples	Instructional coach adheres to his/her plan, in spite of evidence of its inadequacy, inappropriateness, or irrelevancy. Instructional coach spends much of the time in the coaching office and responds only when teachers approach with specific needs.	Instructional coach makes modest adjustments resulting from teacher interactions when confronted with evidence of the need for change. Instructional coach works with the teachers but does not align the coaching work with the individual or school wide needs.	The instructional coach interacts regularly with teachers and elicits suggestions via a needs assessment and collaborative inquiry about teacher needs and plans accordingly for one-on-one and small group work. Instructional coach is cognizant of the needs of the building, provides opportunities to address those needs, and offers a variety of instructional strategies to address those needs.	Teachers initiate collaborative conversations with instructional coach who welcomes, extends, and adapts strategies to meet the changing needs of teachers via ongoing conversations about teacher needs and providing differentiated support in one-one and small group work. Using core standards, the teachers and instructional coach work together to identify future needs and build a professional development plan to address those needs.

Domain 4: Professional Development/ Professional Responsibilities

	Failing	Needs Improvement	Proficient	Distinguished
4a. Reflecting on Teaching and Student Learning General Examples	The instructional coach does not reflect on the effectiveness of his/her professional practice or his/her reflections are self-serving. The instructional coach does not consider that his/her practice could be improved.	The instructional coach consistently reflects on the effectiveness of his/her professional practice. The instructional coach is beginning to consider that his/her practice could improve.	The instructional coach reflects on the effectiveness of his/her professional practice. The instructional coach acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators.	The instructional coach consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. The instructional coach demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.
4a. Specific Examples	The instructional coach decides to focus on an instructional strategy with no reflection on needs. The coach does not maintain personal notes indicating reflection on his/her practice. The instructional coach does not reflect on faculty meeting presentations offered throughout the year.	The instructional coach has a Specific impression that all teachers need more training on a specific instructional strategy. The coach's personal notes are inconsistent or indicate general coaching practice improvements. The instructional coach reflects on faculty meeting presentations throughout the year with the promoting of the administrator.	The instructional coach reflects through data analysis that most teachers are struggling with moving to independence with an instructional strategy, and decides to use more modeling of the strategy in individual coaching interactions or larger group professional development. The coach's internal reflections indicate several personal specific coaching practice improvements. The instructional coach reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator.	Teachers have self-reported to the instructional coach that there is no independent use of a focused instructional strategy and the coach validates through data analysis. The instructional coach then collaborates with teachers to problem solve and develop plans for regular implementation. The coach reflects on his/her personal notes regarding specific coaching practice improvements based on research, and evidence supports a resulting change in teacher practice. The instructional coach reflects on a faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. The instructional coach and administrator use the reflections to establish goals for future faculty meetings.
4b. System for Managing Students' Data General Examples	The instructional coach does not have a method for maintaining coaching records or the records are disorderly, causing errors and confusion.	The instructional coach has a rudimentary or ineffective method for maintaining coaching records that is only partially effective.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan and provides data for future coaching interactions.
4b. Specific Examples	The instructional coach does not document any work with teachers. The instructional coach does not maintain a daily coaching schedule.	The instructional coach has a system for documenting work with teachers but uses it inconsistently or ineffectively. The instructional coach maintains an incomplete or inaccurate coaching schedule.	The instructional coach has a systematic way to keep confidential records and log coaching interactions with teachers. The instructional coach maintains an accurate schedule and a system to facilitate scheduling with teachers.	The instructional coach uses the confidential records to identify trends and needs of teachers which drive professional development. The instructional coach maintains an accurate schedule and advocates to ensure staff needs remain first priority.

Instructional Coaches

Domain 4: Professional Development/ Professional Responsibilities				
	Failing	**Needs Improvement**	**Proficient**	**Distinguished**
4c. Communicating with Families General Examples	The instructional coach fails to communicate with stakeholders, e.g., school staff, administrators.	The instructional coach inconsistently communicates with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs, etc.	The instructional coach consistently communicates in a timely manner with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders.	The instructional coach welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.
4c. Specific Examples	The instructional coach does not communicate with staff regarding evidence-based instructional strategies. The instructional coach does not communicate with administration or communicates confidential records with administration.	The instructional coach inconsistently communicates with some staff regarding evidence-based instructional strategies. When the administrator initiates, the coach communicates non-confidential information with the administrator.	The instructional coach consistently communicates with all staff regarding evidence-based instructional strategies. The instructional coach meets with administrators on a regular basis and shares non-confidential information.	The instructional coach develops and cultivates a system that produces a culture of open communication and collaboration among staff regarding evidence-based instructional strategies. The instructional coach advocates for a system of regular communication with the administrators and assists in implementation resulting in achievement of school-wide goals.
4d. Participating in Professional Community General Examples	The instructional coach avoids participating in a professional community, school and district events and projects. Interpersonal relationships with colleagues are negative or self-serving.	The instructional coach inconsistently participates in school and district events and projects. The instructional coach participates in professional learning communities with no follow-up or support to the members of the community. Relationships with colleagues are cordial to fulfill required duties.	The instructional coach volunteers to participate in school and district events and projects. The instructional coach takes a leadership role in Professional Learning Communities in the school. Professional relationships are consistently characterized by mutual support, cooperation, positivity, and respect.	The instructional coach leads school and district events and projects. The instructional coach researches and develops PLC's within the school and establishes a climate of professional inquiry in the school. The instructional coach cultivates a climate of mutual support, cooperation, positivity, and respect.
4d. Specific Examples	The instructional coach does not participate on building committees and participates in no school or district events. The instructional coach attends professional learning opportunities without being an active participant. A teacher reports that he/she is not willing to work with the instructional coach due to their professional relationship.	The instructional coach attends a school or district event. The instructional coach participates in professional learning without supporting implementation or further research. A teacher reports that he/she is uncomfortable working with the instructional coach although complies.	The instructional coach actively participates in school or district events. The instructional coach takes a leadership role in a PLC and supports teachers in implementing the content of the PLC. Teachers voluntarily report that the instructional coach has established a supportive and non-evaluative relationship.	The instructional coach leads a school or district even or project. The instructional coach builds capacity of teachers to establish and lead their own PLC's within the school community. The instructional coach has established a school-wide reputation based on respect, expertise, dependability and trust.

Domain 4: Professional Development/ Professional Responsibilities				
	Failing	**Needs Improvement**	**Proficient**	**Distinguished**
4e. Growing and Developing Professionally General Examples	The instructional coach does not participate in professional learning activities and does not share knowledge with colleagues.	The instructional coach participates in professional learning activities that are convenient or required and makes limited contributions to the profession. The instructional coach is beginning to consider feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research. The instructional coach welcomes feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning and originates activities that contribute to the profession. The instructional coach asks for feedback from supervisors and colleagues to improve the system.
4e. Specific Examples	The instructional coach is not interested in accessing professional resources for personal growth such as professional organizations, blogs, listservs, journals etc. The instructional coach models an instructional strategy, but provides no opportunities for collegial feedback and reflection.	The instructional coach attends a professional learning workshop or reads professional journals but does not share the knowledge with colleagues. The instructional coach models an instructional strategy, then solicits collegial feedback, but does not consider this feedback for future sessions.	The instructional coach attends a local, regional or national education conference or workshop, reads professional journals, and develops a method to share knowledge with colleagues. The instructional coach models an instructional strategy and provides a template for collegial feedback and reflection. This feedback contributes to the instructional coach's personal professional growth.	The instructional coach takes a leadership role in, contributes to, or facilitates professional learning opportunities on a local, national and/or statewide level. The instructional coach and a team of teachers collaborate on a particular instructional strategy and invite colleagues to visit in order to provide objective feedback and reflection. This process contributes to the professional growth of all involved.
4f. Showing Professionalism General Examples	The instructional coach does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. The instructional coach fails to comply with school, district or state regulations.	The instructional coach is honest and well-intentioned in contributing to decisions in the school. The instructional coach is beginning to support stakeholders. The instructional coach needs reminders to comply with school, district, or state regulations.	The instructional coach consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school, district and state regulations.	The instructional coach is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school, district and state regulations.
4f. Specific Examples	The instructional coach is not discreet and does not maintain confidentiality. The coach makes decisions based on self-serving interests.	The instructional coach is inconsistently discreet and professional. The coach's decisions are based on limited though genuinely professional considerations.	The instructional coach is consistently discreet and professional, maintaining the norms of confidentiality. The coach maintains an open mind and participates in team and departmental decision making.	The instructional coach is considered to be the model for discretion and professionalism in the building and coaches others regarding professional behavior. The coach takes on a leadership role and helps to ensure that school decisions are based on highest professional standards.

Instructional Coaches