

Instructional Coaches and Instructional Technology Coaches Appraisal Rubric

Criteria	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
1a: Demonstrating knowledge of current trends in education, coaching, and professional learning	Demonstrates little or no familiarity with current trends in education, coaching, and professional learning	Demonstrates familiarity with only a few current trends in education, coaching, and professional learning	Demonstrates thorough knowledge of a variety of current trends in education, coaching, and professional learning	Demonstrates thorough knowledge of a variety of current trends in education, coaching, and professional learning. Expertise is sought out by other colleagues
1b: Assessing capacity of stakeholders in advancing the school's strategic priorities	Little to no effort made to assess the capacity of any stakeholder in advancing the school's strategic priorities	Efforts are made to assess the capacity of a few stakeholders in advancing the school's strategic priorities	Efforts are made to assess the capacity of many stakeholders in advancing the school's strategic priorities	Efforts are made to assess the capacity of all stakeholders in advancing the school's strategic priorities
1c: Establishing goals for instructional support initiatives that advance the school's strategic priorities	No clear goals are established for the instructional support initiatives	Goals are established for the instructional support initiatives that do not advance the school's strategic priorities	Establishes clear and coherent goals for the instructional support initiatives that advance the school's strategic priorities	Collaboratively establishes clear and coherent goals for the instructional support initiatives that advance the school's strategic priorities
1d: Application of resources that advance the school's strategic priorities	No knowledge of resources available for teachers in advancing the school's strategic priorities	Knowledge is limited to only a few resources available for teachers in advancing the school's strategic priorities	Integrates a broad variety of resources in the larger professional community for teachers in advancing the school's strategic priorities	Adapts or creates a broad variety of resources in the larger professional community for teachers in advancing the school's strategic priorities
1e: Designing instructional support initiatives that advance the school's strategic priorities	Initiatives consists of a random collection of unrelated activities that lack coherence with the school's strategic priorities	Initiatives are independently designed with some coherence with the school's strategic priorities	Initiatives are collaboratively designed with high levels of coherence with the school's strategic priorities	Initiatives are collaboratively designed with high levels of coherence with the school's strategic priorities and are differentiated according to the needs of the staff
1f: Assessing instructional support initiatives that advance the school's strategic priorities	No data are gathered to assess instructional support initiatives	Only anecdotal data are gathered to assess instructional support initiatives	Either quantitative or qualitative data are gathered to assess instructional support initiatives	Both quantitative and qualitative data are gathered to assess instructional support initiatives

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2a: Creating an environment of trust and respect	Teachers avoid assistance from the instructional coach	Relationships with the instructional coach are congenial; teachers don't resist initiatives established by the instructional coach	Relationships with the instructional coach are collegial, with some contacts initiated by teachers. Some teachers are working directly with the instructional coach as needed	Relationships with the instructional coach are highly collegial, with many contacts initiated by teachers. Many teachers are working directly with the instructional coach as needed
2b: Establishing a culture for ongoing instructional improvement	Instructional coach conveys the sense that the work of improving instruction is externally mandated	Instructional coach is directive about issues regarding instructional improvement	Instructional coach models a culture of professional inquiry through ongoing dialogue around issues regarding instructional improvement	Shared sense of ownership for a culture of professional inquiry through ongoing dialogue around issues regarding instructional improvement
2c: Establishing procedures for all teachers to have access to instructional support	No procedures exist for accessing instructional support	While some procedures exist for accessing instructional support, they are unclear or inconsistent	Clear procedures are established and communicated to teachers in multiple ways to gain access to instructional support	Clear procedures are established and communicated to teachers in multiple ways to ensure equitable access to instructional support
2d: Establishing and maintaining norms for professional interactions	No norms of professional conduct are evident	Norms of mutual respect for professional conduct are unclear or inconsistently maintained	Clear norms of mutual respect for professional interaction are established and maintained by the coach	Clear norms of mutual respect for professional interaction are established and maintained collectively
2e: Organizing physical resources to support professional learning	No plan for organizing physical resources is evident or plan is poorly designed	Plan for organizing physical resources is evident but inconsistently implemented	Plan for organizing physical resources is purposefully designed and consistently implemented	Plan for organizing physical resources is purposefully and collaboratively designed and consistently implemented

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3a: Collaborating with teachers in instructional design	Instructional design process not evident	Instructional design process is evident with few to no artifacts	Instructional design process is followed with fidelity by individual teachers and documented with artifacts	Instructional design process is followed with fidelity by grade level teams and documented with artifacts
3b: Engaging teachers in reflecting on professional practice	Teachers are rarely engaged in reflecting on professional practice	Teachers are engaged in reflection with little to no debriefing	Teachers are engaged in reflection and accept guidance for growth opportunities	Teachers are engaged in reflection and independently seek out opportunities for growth
3c: Facilitating professional learning	Professional learning sessions are not driven by the needs of colleagues	Professional learning sessions are not interactive	Professional learning sessions are interactive and driven by the collective needs of colleagues	Professional learning sessions are interactive, driven by the individual needs of colleagues
3d: Using data to assess professional practice	Teachers do not use data to assess professional practice	Teachers use a single data type or source to assess professional practice	Teachers use various data types and sources to assess professional practice but require guidance	Teachers independently use various data types and sources to assess professional practice
3e: Demonstrating flexibility and responsiveness	Effectiveness of instructional support initiatives is never monitored or revised in spite of evidence of inadequacy	Effectiveness of instructional support initiatives is annually monitored and revised	Effectiveness of instructional support initiatives is periodically monitored and revised as needed	Effectiveness of instructional support initiatives is continually monitored and revised as needed

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4a: Reflection on professional practice	No reflection is evident	Reflection is not focused on the school's strategic priorities or is rarely documented for personal use	Reflection is focused on the school's strategic priorities and is periodically documented for personal use	Reflection is focused on the school's strategic priorities and is continually documented for personal use
4b: Submission of data	Data are inaccurately submitted or not submitted at all	Data are submitted accurately but rarely on time	Data are submitted accurately and periodically on time	Data are submitted accurately and always on time
4c: Collaboration with other instructional coaches	Resists collaborative efforts from other coaches	Never initiates a collaboration with other coaches	Successfully initiates a collaboration with other coaches	Successfully initiates multiple collaborations with other coaches
4d: Participating in a professional learning community	Professional learning interactions are nonexistent or confrontational	Professional learning interactions are congenial	Professional learning interactions are collegial	Professional learning interactions are collegial and involve constructive feedback to colleagues
4e: Engaging in professional learning	Professional learning is not evident	Professional learning is episodic or seemingly not connected to strategic priorities	Professional learning is ongoing and driven by strategic priorities	Professional learning is ongoing, driven by strategic priorities, and contributes to the knowledge base of the profession
4f: Demonstrating professionalism	Personal biases are evident and behavioral norms not followed	Personal biases are evident or behavioral norms not followed	Personal biases are set aside and behavioral norms are consistently followed	Personal biases are set aside and behavioral norms are collaboratively developed with colleagues

Notes Throughout the Rubric:

- Colleagues refers to other instructional coaches, as well as teachers and outside professionals/educators
- Stakeholders refers to the relevant groups of individuals, including, but not limited to, teachers, district administrators, building administrators, school support personnel, custodial and maintenance, parents, and community