



Instructional Coach Rubric 2017-2018
Domain 1 Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrating knowledge of content and pedagogy*	Instructional coach's practice displays little knowledge of the content. Instructional coach's practice does not exhibit knowledge of the prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Instructional coach's practice reflects some awareness of the important concepts in the discipline. Instructional coach's practice exhibits minimal knowledge of prerequisite relations between content and the instructional practices specific to that discipline.	Instructional coach's practice reflects solid knowledge of the content. Instructional coach understands the prerequisite relations between important concepts and the instructional practices specific to that discipline.	Instructional coach's practice reflects extensive knowledge of the content and of the structure of the discipline. Instructional coach actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of school programs	Instructional coach demonstrates little or no knowledge of the district initiatives and/or of the skill in planning that program.	Instructional coach demonstrates basic knowledge of district initiatives and/or of the skill in planning that program.	Instructional coach demonstrates comprehensive knowledge of district initiatives and/or of the skill in planning that program.	Instructional coach is deeply familiar with the district initiatives and works to shape its future direction and actively seeks information, to enhance the planning of the program.
1c : Setting Professional Development Outcomes*	Instructional outcomes are unsuitable for audience, represent trivial or low level learning, and/or represent no connection to the curriculum standards when appropriate and are stated as only activities.	Instructional outcomes are of moderate rigor, suitable for some participants but reflect limited types of learning and represent some connections to the curriculum standards when appropriate.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards when appropriate. They are suitable for most participants in the audience and represent different types of learning.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards when appropriate. They represent different types of content and take into account the needs of individual participants.
1d: Demonstrating knowledge of resources, both within and beyond the school and district.	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school or district for teachers to advance their skills.	Instructional coach is fully aware of the resources available through the school or district and in the larger professional community for teachers to advance their skills.	Instructional coach actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.
1e: Designing coherent Professional Development*	Instructional coach's PD is either non-existent or poorly aligned to the professional development outcomes and does not represent a coherent structure.	Instructional coach's PD shows partial alignment to the professional development outcomes, reflects partial knowledge of audience and has recognizable structure.	Instructional coach's PD is aligned to the professional development outcomes, has clear structure and is likely to engage the audience in significant learning.	Instructional coach's PD is thoroughly aligned to instructional outcomes, designed with a series of learning experiences that allows for different pathways according to the audience's needs.
1f: Analyze student data to support instruction	Instructional coach has little or no knowledge of how to retrieve and analyze data to support instruction.	Instructional coach has basic knowledge of how to retrieve and analyze data to support instruction.	Instructional coach has sufficient knowledge of how to retrieve and analyze data to support differentiated instructional planning.	Instructional coach is highly effective at retrieving and analyzing data to assist in planning instruction for individual student needs.



Instructional Coaches Rubric 2017 – 2018
Domain 2 Environment

Component	Ineffective	Developing	Skilled	Accomplished
2a: Creating an environment of respect and rapport	Teachers are reluctant to request assistance from the instructional coach.	Relationships with the instructional coach are cordial; teachers don't resist initiatives established by the instructional coach.	Relationships with the instructional coach are respectful, with some contacts initiated by teachers.	Relationships with the instructional coach are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing an environment of on-going instructional improvement*	Instructional coach does not actively engage in the work of improving instruction.	Teachers do not resist the offerings of support nor do teachers seek advice from the instructional coach.	The instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	The instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the instructional coach.
2c: Establishing norms for professional development interactions*	No norms of professional conduct have been established; randomly and inconsistently directs adult interactions.	Instructional coach's efforts to establish norms of professional conduct are partially successful; however, inconsistently directs adult interactions.	Instructional coach has established clear norms of mutual respect and for professional interaction and consistently directs adult interactions.	Instructional coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e. Organizing physical space	Instructional coach makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the PD activities	The physical environment does not impede PD activities.	Instructional coach makes good use of the physical environment, resulting in engagement of all participants in the PD activities.	Instructional coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.



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Domain 3 Delivery of Services

Component	Ineffective	Developing	Skilled	Accomplished
3a: Collaborating with teachers in the design of instruction	Instructional coach declines to collaborate with classroom teachers in the design of instruction.	Instructional coach collaborates with classroom teachers in the design of instruction when specifically asked to do so.	Instructional coach initiates collaboration with classroom teachers in the design of instruction.	Instructional coach initiates collaboration with classroom teachers in the design of instruction and locating additional resources from sources outside the school.
3b: Communicating clearly and accurately	Instructional coach unclearly communicates information to stakeholders.	Instructional coach partially communicates information to stakeholders.	Instructional coach accurately and consistently communicates information to stakeholders.	Instructional coach regularly and accurately communicates information and engages in ongoing dialogue with stakeholders.
3c: Engaging teachers in learning new instructional strategies*	Instructional Coach does not provide opportunities to engage in professional learning.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participation.	Instructional Coach engages teachers in acquiring new instructional skills.	Instructional Coach engages teachers in acquiring new instructional skills and engages teachers in reflective conversation to determine the next area for growth.
3e. Demonstrating flexibility and responsiveness	Instructional coach adheres to a plan, in spite of evidence of its inadequacy.	Instructional coach makes modest changes when confronted with evidence of the need for change.	Instructional coach makes revisions when it is needed.	Instructional coach is continually seeking ways to improve and makes changes as needed in response to stakeholder requests.



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Domain 4 Professional Responsibilities

Component	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on practice	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional coach's reflection on practice is generally accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach's reflection is an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional Coach makes specific adjustments to improve his/her practice based on participant feedback.	Instructional Coach draws on an extensive repertoire to suggest specific alternative strategies, accompanied by a prediction of the likely consequences of each. Instructional Coach makes specific suggestions as to how the support program might be improved.
4b: Prepare and submit documentation*	Instructional coach does not follow established procedures for preparing and submitting documents. Documents are routinely late or incomplete.	Instructional coach's efforts to prepare documents are partially successful and mostly follow established procedures for preparing and submitting documents. Documents are usually on time. Documents are occasionally incomplete.	Instructional coach follows established procedures for preparing and submitting documents. Documents are submitted on time and complete.	Instructional coach anticipates and responds to stakeholders when preparing documents, following established procedures and suggesting improvements to those procedures. Documents are always submitted on time. Follow-ups are documented and addressed
4d: Participating in a Professional Community	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Instructional coach readily shares attained knowledge and skills with colleagues.
4e: Growing and Developing Professionally	Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional coach's participation in professional development activities is limited to those that are convenient or are required.	Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.
4f. Showing professionalism*	Instructional Coach's professional interactions are characterized by questionable integrity. Instructional coach does not comply with school and/or district regulations.	Instructional Coach's interactions with colleagues are honest but inconsistent. Instructional Coach displays minimal compliance with school and/or district regulations.	Instructional Coach's interactions with colleagues are characterized by high standards of honesty, integrity and confidentiality. All staff are fairly served. Instructional coach displays full compliance with school and district regulations.	Instructional coach adheres to the highest standards of honesty, integrity and confidentiality. Instructional Coach assumes a leadership role within the district, school and coaching community. Instructional coach assumes a leadership role with colleagues challenging negative attitudes/practices in ensuring full compliance with regulations.