Enhancing Culture

Implementing Professional Learning

Designing Support

Coaching Observation Instrument

MCESA
Maricopa County Education Service Agency

Acknowledgement Page

The *Coaching Observation Instrument* is the result of a collaborative effort to create a cross-district master educator observation tool to be used as part of a performance-based evaluation system. Maricopa County Education Service Agency, along with the five partner districts implementing the federally-funded *Rewarding Excellence in Instruction and Leadership* program, led this comprehensive effort to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of master educators serving in instructional coaching roles.

The following people/groups are acknowledged for their contribution in the development and revision of the REIL *Coaching Observation Instrument*:

REIL Alhambra Elementary School District Professional Development Transition Team
Gila Bend Unified School District Professional Development Transition Team
Isaac Elementary School District Professional Development Transition Team
Nadaburg Unified School District Professional Development Transition Team
Tolleson Elementary School District Professional Development Transition Team
Kristine Morris, Chief Deputy Superintendent, Maricopa County Education Service Agency
Dr. Lori Shough, Assistant Superintendent for Education Innovations, Maricopa County Education Service Agency
Dr. Lori Renfro, Assistant Superintendent of Performance-Based Management Systems, Maricopa County Education Service Agency
Amanda Jelleson, REIL Field Specialist
Judy Boch, REIL Field Specialist
Dr. Linda Califano, REIL Field Specialist
April Castillo, REIL Field Specialist
Darcy Moody, REIL Field Specialist
Dr. Greg Sackos, REIL Field Specialist

Basis Policy Research
MCESA Education Innovation Staff
Cross-District Professional Development Team

In addition, several bodies of work were reviewed to assist in the development process including:

REIL *Learning Observation Instrument* / REIL *Leading Observation Instrument*
In-TASC *Model Core Teaching Standards*, CCSSO
Teacher Leader Model Standards (2012)
Enhancing Professional Practice: A Framework for Teaching (Charlotte Danielson, 2007)
Aspire Public Schools Instructional Coach Performance Criteria
Performance-based Assessment for Literacy Coaches (PALC)
Washington, D.C. Public Schools (DCPS) Instructional Coach Standards Rubric
Adaptive Schools Handbook (Garmston & Wellman, 2009)
The Learning Leader (Reeves, 2006)

Rewarding Excellence in Instruction & Leadership | Coaching Observation Instrument

ENHANCING CULTURE RUBRIC

The *Enhancing Culture* rubric is designed to support the coach in establishing and maintaining trusting relationships that earn teacher confidence and encourage risk-taking. Through active listening and collaboration, the coach can support teachers with focus and shared commitment on common goals that support the vision, mission, and Continuous Improvement Plan (CIP).

Element	4	3	2	1	0
	Descriptors				
Relationships **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	**Leverages established relationships to engage in challenging conversations that lead to honest or vulnerable reflection, risk-taking, and changes in teaching and learning.** (O) (S – Teacher) Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality; **teachers regard coach as critical influence on their success.** (O) (S – Teacher)	**Establishes and maintains trusting relationships to promote learning and risk-taking through partnership with teacher and sharing responsibility for challenges.** (O) (S – Teacher) Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality; **teachers value coaching relationship.** (O) (S – Teacher)	**Initiates and nurtures valued professional relationships evidenced by at least three of the following behaviors:** • shows care, concern, and empathy for teachers as individuals • identifies and validates the teacher's individual strengths, interests, or ideas • makes connections to common ideas or interests • asks questions to engage the teacher on a personal and professional level. (O) (S – Teacher) Earns the confidence of teachers **and administrators** by understanding and demonstrating confidentiality. (O) (S – Teacher)	Develops cordial and professional relationships with colleagues evidenced by mutual respect, positive interactions, and care for teacher. (O) (S – Teacher) Earns the confidence of teachers by understanding and demonstrating confidentiality. (O) (S – Teacher)	
Active Listening **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	**Facilitates active listening, group acceptance, and learning from dissonant voices and underlying beliefs, and gaining new perspective without personalizing the resistance.** (O)	Actively listens **and analyzes the causes, beliefs, and/or understandings of dissonant voices; and reframes negatives into positives.** (O)	**Actively listens and handles diverse opinions or values in a constructive way without reinforcing barriers.** (O)	Listens attentively and uses influence with others to promote collegiality. (O)	

Element	4	3	2	1	0
	Descriptors				
Collaboration Observation Setting Instructional Delivery / *Collaborative Team Meeting* / Instructional Conference / Leadership Team	**Assigned teachers** develop ideas and products by using the norms of collaboration **with one another** (*see level 2*), **which result in maintained focus, shared commitments, achieved outcome, and continued positive relationships.** (O) (S – Teacher)	Develops ideas and products **by using the norms of collaboration most appropriate for the group or context** (*see level 2*). (O) (S – Teacher)	**Develops ideas and products collaboratively by four or more of the following:** • Asking questions to clarify or probe for specificity • Paraphrasing, or restating other ideas • Pausing to allow other voices and eliciting different perspectives and responses from others • Balancing advocacy and inquiry • Paying attention to self and others • Presuming positive intentions (O) (S – Teacher)	Develops ideas or products by encouraging equal participation. (O) (S – Teacher)	
Goal Orientation Observation Setting Instructional Delivery / *Collaborative Team Meeting* / Instructional Conference / Leadership Team	**Staff frequently references vision, mission, and continuous improvement plan goals and grade-level/department goals in designing and implementing action plans or making decisions.** (O) Holds **self and** assigned teachers to high standards in delivering high-quality learning experiences for students aligned to vision and goals with vertical and horizontal coherence across grade/department teams. (O) Assigned teachers initiate celebrations of measurable student gains and engage in deeper conversations about cause/effect relationship between teaching decisions and student learning. (O)	**Enlists teachers and actively shares responsibility in developing, maintaining, and/or implementing grade-level/department goals that align to continuous improvement plan with advocacy for vision and mission.** (O) **Holds assigned teachers to high standards in delivering high-quality learning experiences for students** aligned to vision and goals **with horizontal coherence across grade/department teams.** (O) Guides sharing celebrations of measurable student gains and **facilitates a deeper conversation about cause/effect relationship between teaching decisions and student learning.** (O)	**Facilitates conversations to confirm and explicitly connect work to vision,** continuous improvement plan, **and** grade-level/department goals. (O) Conveys high expectations (*verbal & written*) for student learning **that are aligned to vision and goals.** (O) **Fosters sharing celebrations of measurable student gains; peers articulate how student gains were achieved.** (O)	References continuous improvement plan or grade-level/department goal to establish purpose. (O) Conveys high expectations (*verbal or written*) for student learning. (O) Identifies individual teacher practices to promote peers learning from one another. (O)	

DESIGNING SUPPORT RUBRIC

The *Designing Support* rubric is designed to support the coach in guiding teachers to systematically identify patterns and relationships in data to improve teacher effectiveness and designing systems of coaching support for the teacher to improve short-term and long-term planning and delivery of instruction. By maintaining, monitoring, and adjusting coaching plans the instructional coach can support the achievement of Continuous Improvement Plan goals, Educator Goal Plans, and specific teacher needs based upon pedagogy, content, and student data to ultimately impact improved student achievement.

Element	4	3	2	1	0
	Descriptors				
Students Needs Analysis Observation Setting *Instructional Delivery · Collaborative Team Meeting · Instructional Conference · Leadership Team*	**Teachers use** previous year's summative data and/or recent diagnostic data from several sources aligned to narrowed focus organized for in-depth analysis (*e.g., common formative assessments, student work, behavior logs, progress monitoring tools*). (O)	Guides use of previous year summative data and/or recent diagnostic data **from several sources aligned to narrowed focus organized for in-depth analysis** (*e.g., common formative assessments, student work, behavior logs, progress monitoring tools*). (O)	Guides use of previous year summative and/or recent diagnostic data. (O)	Provides data to teacher team. (O)	
	Teachers use systematic process to identify specific patterns and relationships in the data, conceptions and misconceptions, root causes, and to develop and test hypotheses or generalizations about specific needs of individual students and sub-populations. (O)	**Guides discussion of the evidence of student learning and develops teacher capacity to ask questions of the data** linked to specific patterns and relationships, conceptions and misconceptions, and root causes about specific needs of individual students and sub-populations. (O)	**Engages teachers in a discussion** of the evidence of student learning **to identify achievement strengths and high priority areas for improving student learning.** (O)	Presents student achievement strengths and weaknesses in student learning data. (O)	
Instructional Analysis Observation Setting *Instructional Delivery · Collaborative Team Meeting · Instructional Conference · Leadership Team*	**Teachers utilize effective protocols to articulate cause/effect relationships** between student learning data, teacher content knowledge, and teacher actions **to accurately identify how to improve their own effectiveness.** (O)	**Guides teachers through a protocol to articulate** relationship between student data, teacher content knowledge, and teacher actions (*i.e. considers factors such as task analysis of the content sub-skills, use of assessment data, personal mastery of specific instructional strategies, choice of instructional strategies to build understanding, learning time, sufficient practice, etc.*). (O)	**Poses questions to engage teachers in the interpretation of the relationship between student data, teacher content knowledge, and teacher actions.** (O)	Offers interpretation of student data to improve teaching and learning. (O)	

Element	4	3	2	1	0
	Descriptors				
Instructional Planning **Observation Setting** Instructional Delivery / Collaborative Team Mtg / Instructional Conference / Leadership Team	**Teachers use** in-depth instructional analysis of content, pedagogy, and student learning data to plan high opportunity next steps for short-range and long-range instruction plans and assessment development to meet individual needs. (O)	**Scaffolds teachers in using in-depth instructional analysis of content, pedagogy, and student learning data to identify high opportunity next steps for short-range and long-range instructional plans and assessment development to meet individual needs.** (O)	**Directs teachers in whole group and sub-group short-range and long-range planning** (*for initial instruction, re-teaching, interventions, and/or enhancements*) or assessment development based on instructional analysis. (O)	Plans whole-group or sub-group instructional plans to support teacher. (O)	
Adjusting Support **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	**Accurately** analyzes student learning data and **in-depth** patterns of teacher progress, **relevant** teacher conceptions/misconceptions, and **anecdotal information about teacher**. (O) (D – Coaching Plans, Coaching Data Records) Accurately identifies high priority next areas for refinements in content, rigor, **and/or** pedagogical shifts for differentiated teacher groups **and targeted student groups.** (O) (D – Coaching Plan Coaching Data Records s,) **Interprets** the impact of **the type of coaching support and the strategy for delivery** (*i.e. frequency, duration, and level of scaffolding*) on the progress of differentiated groups or individual teachers and makes adjustments to **the type of coaching support and strategies for delivery** (*i.e. frequency, duration, level of scaffolding*) to remove obstacles and improve student achievement. (O) (D – Coaching Plans, Coaching Data Records)	Analyzes student learning data and **patterns** of teacher progress, **teacher conceptions, and teacher misconceptions**. (O) (D – Coaching Plans, Coaching Data Records) **Accurately** identifies **high priority next areas** for refinements in content, rigor, **and/or** pedagogical shifts for differentiated groups. (O) (D – Coaching Plans, Coaching Data Records,) **Interprets the impact of coaching strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future coaching to remove obstacles and improve student achievement.** (O) (D – Coaching Plans, Coaching Data Records)	**Collects and analyzes teacher progress monitoring evidence of instructional effectiveness.** (O) (D – Coaching Plans, Coaching Data Records) **Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups.** (O) (D – Coaching Plans, Coaching Data Records) **Identifies relationship between professional development efforts and impact on student learning to adjust coaching support for coaching groups**. (*i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding*). (O) (D – Coaching Plans, Coaching Data Records)	Maintains records of teacher progress and articulates the progress and potential obstacles of individual teachers. (O) (D – Coaching Plans, Coaching Data Records) Identifies refinements in pedagogical shifts for at least one teacher group. (D – Coaching Plans, Coaching Data Records) Identifies areas of professional development support that need adjustment. (O) (D – Coaching Plans, Coaching Data Records)	

Element	4	3	2	1	0
	Descriptors				
Coaching Plans **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	Articulates and **consistently** includes the following in **sequenced and connected** monthly coaching plans aligned to school goals and EGPs: 1) specific, measurable, and ambitious objectives for the professional development cycle; 2) a scope and sequence of coaching activities that follows a gradual release of individual implementation; and 3) a monitoring system. (O) (D – Coaching Plans)	Articulates **and includes the following in monthly coaching plans aligned to school goals and EGPs: 1) specific, measurable, and ambitious objectives for the professional development cycle; 2) a scope and sequence of coaching activities that follows a gradual release of individual implementation; and 3) a monitoring system.** (O) (D – Coaching Plans)	Articulates and writes **monthly coaching objectives and plans aligned to analysis/interpretation of teacher needs and school improvement goals**. (O) (D – Coaching Plans)	Articulates and writes coaching plans aligned to school improvement goals. (O) (D – Coaching Plans)	

IMPLEMENTING PROFESSIONAL LEARNING RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge), 5 (Application of Content),6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Implementing Professional Learning* rubric is designed to support the coach in providing job-embedded, research-driven, team-based, differentiated, and results-oriented professional development aligned to the Continuous Improvement Plan, Educator Goal Plan, and Learning Observation Instrument. Through demonstration of instruction, effective facilitation of collaborative learning teams, and focused dialogue and feedback within instructional conferences all focused on the relationship between teaching and learning, the coach can develop teacher capacity to improve student achievement.

Element	4	3	2	1	0
	Descriptors				
Task Analysis Observation Setting *Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team*	Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and **year-long plan**. (7c)	Planned/Taught lesson objective(s), sub-objective(s), & materials **anticipate possible student misconceptions** and are logically organized/ sequenced in relation to lesson and **unit.** (4f, 7b, 7c)	Planned/Taught lesson objective(s), **sub-objective**(s), & materials are aligned to content standards, **segmented for learning, reflect prior learning, and are logically organized/ sequenced in relation to the lesson.** (4d, 4f, 7b, 7c)	Planned/Taught lesson objective(s) and materials are **sequenced** and aligned to content standards. (7b, 7c)	
Conceptual Understanding Observation Setting *Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team*	**Guides all students to create or select their own representations and explanations of concepts**; ensures students demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives with increasing complexity or depth of content **that are differentiated according to student cognitive level**. (2a, 2c, 4a, 8i)	Utilizes **effective** representations and explanations of concepts **throughout the lesson** that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives **with increasing complexity or depth of content**; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)	Utilizes representations and explanations of concepts (*e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers*) that capture **key ideas and details** that build **conceptual** understanding in the discipline. Utilizes questions **at essential sub-objectives** that support student understanding in the discipline and stimulate discussion for a specific purpose (*e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives*). (4a, 4b, 8i)	Utilizes-representations **and** explanations of concepts that capture **key ideas** essential to build understanding of the lesson outcome. Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)	

Element	4	3	2	1	0
	Descriptors				
Instructional Approach Observation Setting Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	Explicitly models an exemplary product/performance, **free of distractions**, by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition. **AND/OR** Presents problems/situations and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary while eliciting student predictions or conjectures about content, and supporting students in justifying their ideas**. (6f, 8d, 8e, 8f, 8i)	Explicitly models an exemplary product/procedure/ performance by labeling steps or concepts with precise academic vocabulary and **clear articulation of meta-cognition**. **AND/OR** Presents problem/situation and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary** while clarifying their understandings/ **misunderstandings, developing explanations, and communicating ideas**. (6f, 8d, 8e, 8f, 8i)	**Explicitly** models an exemplary product/procedure/performance by labeling steps or concepts **with precise academic vocabulary.** Supports students, at **essential sub-objectives** in using clear academic vocabulary/labels (*verbal, written, or non-linguistic representation*) **to solidify learning.** **AND/OR** Presents problem/situation and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary while clarifying understandings.** Supports students at **essential sub-objectives in using clear academic vocabulary/labels** (*verbal, written, or non-linguistic representation*) **to solidify learning.** (8d, 8e, 8f, 8i)	**Models** a task/performance by labeling the steps/criteria. **AND/OR** Presents problem/situation to **allow open-ended processing of thinking or experimentation**. (8d, 8e)	
Practice/ Aligned Activity Observation Setting Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	Engages all students in examining their own thinking **and/or** learning; **students effectively provide support for one another.** (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity **aligned to appropriate sub-objective(s).** **Effectively** provides scaffolding for students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. (2b)	Provides **sufficient, aligned practice or conceptual development activity** to support **successful learning** of the lesson objective. Actively guides and scaffolds individual students as they practice the objective and move toward independence (*e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cueing*). (2a)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; **or** provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	

Element	4	3	2	1	0
	Descriptors				
Authentic Engagement **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	Facilitates authentic engagement by: **(1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences.** (2a, 3b, 5f, 5g, 7a, 8c, 8i)	Facilitates authentic engagement by assigning **differentiated, meaningful tasks that require complex thinking,** that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Facilitates authentic engagement by assigning tasks that **most students** associate with a result or outcome that has clear meaning **and personal relevance** (*connects task(s) to learning outcome relative to big idea; purpose for learning*). (7a, 8c, 8i)	Assigns tasks that **some students associate with a result or outcome that has clear meaning**.	
Monitor and Adjust **Observation Setting** Instructional Delivery / Collaborative Team Meeting / Instructional Conference / Leadership Team	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **individual level**: • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses from **all students** at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **sub group level:** • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses **from most students (75% or more)** at **essential sub-objective levels**. **Utilizes student responses to appropriately** move forward with or adjust **one or more** of the following : • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (8a, 8b)	Elicits overt responses from **at least half (50%)** of the students to either move forward with or adjust instruction. (8a, 8b)	

Element	4	3	2	1	0
	Descriptors				
Professional Development: New Learning Observation Setting *Instructional Delivery* | *Collaborative Team Meeting* | *Instructional Conference* | *Leadership Team*	Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s). (O) Ensures professional learning is differentiated, **team-based, results-oriented,** and job-embedded with clear targets for teacher practice and student learning. (O) Engages teachers in reflective interactions applying learning to previous and future instructional practice **within multiple contexts.** (O)	**Ensures professional development has a specific, measurable, and ambitious objective that connects to a series of professional development cycles that leads to CIP goal(s).** (O) Ensures professional learning is **differentiated** and job-embedded with clear targets for teacher practice and student learning. (O) Engages teachers in **reflective interactions** applying learning to previous **and future** instructional practice. (O)	Delivers professional development that is aligned to CIP goals. (O) **Ensures professional learning is job-embedded with clear targets for teacher practice and student learning.** (O) **Engages teachers in applying learning to previous instructional practice.** (O)	Delivers professional development that aligns to Continuous Improvement Plan (CIP) goals. (O) Engages teachers in the professional learning. (O)	
Research Observation Setting *Instructional Delivery* | **Collaborative Team Meeting** | *Instructional Conference* | *Leadership Team*	**Teachers identify and apply** current research **from multiple sources to foster an ongoing discussion of best practices and relationship to the LOI teaching practices and learning processes that meet the needs of all students.** (O)	Guides teachers in researching current literature and connecting it to utilization of the LOI, lesson planning, **school or** district professional development, **and** other resources (i.e. *professional organizations, workshops, journals, study groups, local action research, the Internet, the community, and other relevant sources*). (O)	**Accesses, uses, and links current research to lesson planning or instructional practices using the LOI, district professional development, and/or professional resources to increase the knowledge base of assigned teachers.** (O)	Makes available aligned professional resources for reference and connects to Learning Observation Instrument (LOI). (O)	
Standards Implementation Observation Setting *Instructional Delivery* | **Collaborative Team Meeting** | *Instructional Conference* | *Leadership Team*	Communicates an in-depth understanding of content vertical progressions **in more than one subject and facilitates teachers in content integration** of mathematics or English language arts standards with other content(s). (O) **Team members demonstrate proficient understanding of curriculum and ability to apply knowledge of curriculum** as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans **aligned to year-long plans.** (O)	Communicates an in-depth understanding of content through vertical progressions **and can apply knowledge in more than one subject.** (O) **Guides understanding of curriculum and application to teaching by guiding** teachers as they unpack standards, map curriculum, develop aligned assessments, select/create resources, **and/or develop unit plans.** (O)	Communicates an in-depth understanding of content **through vertical progressions.** (O) Supports implementation of curriculum by helping teachers to unpack standards, map curriculum, **develop aligned assessments, and/or select aligned resources for a sequence of lessons that lead to attainment of a standard or performance objective.** (O)	Communicates an in-depth understanding of some content concepts and how concepts progress within a cluster of grades. (O) Supports implementation of curriculum by helping teachers to unpack standards and map curriculum for application to daily lesson planning. (O)	

Element	4	3	2	1	0
	Descriptors				
Group Facilitation **Observation Setting** Instructional Delivery | Collaborative Team Meeting | Instructional Conference | Leadership Team	Uses agenda with clearly stated prioritized objectives; **harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies** (*maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas*). (O) **Participants** reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O) **Checks for understanding with meeting participants** to ensure clear expectations for next steps, responsible persons, due date, and manner of follow-up. (O)	Uses agenda with clearly stated **prioritized** objectives, makes efficient use of time, makes progress on **priority** action items, and uses **nearly all** of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) **Reinforces shared accountability** for norms and directs processes and resources to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O) Ensures clear identification of next steps, **responsible persons, and when task should be completed.** (O)	Uses agenda with clearly stated objectives, **makes efficient use of time;** makes progress on majority of action items, and uses a few of the **following facilitation strategies:** maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) **Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose** (*dialogue, reflection, shared decision-making, planning or problem solving*). (O) **Ensures all next steps are clearly identified.** (O)	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O) States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O) Identifies next steps (*sticks to the agenda, establishes time limits, maintains focus*). (O)	
Post - Conference: Data Gathering **Observation Setting** Instructional Delivery | Collaborative Team Meeting | Instructional Conference | Leadership Team	Focuses conference on objectives derived from accurate analysis of instruction, content rigor, student misconceptions, **and knowledge of teacher as a learner.** (O) **Teacher self reflects** on lesson assessment data (*for whole group, sub-groups, and individuals*) and teacher plans or actions to **make conjectures** about the relationship between teaching and student learning. (O) **Uses teacher conjectures** to adjust or transition with **efficient, appropriate, and focused** follow-up questions; and ascertains teacher knowledge of elements, attributes, **and when and how to use elements effectively.** (O)	Focuses conference on objectives derived from accurate analysis of instruction, **content rigor, and student misconceptions.** (O) **Guides** teacher reflection on lesson assessment data (*for whole group and sub-groups*) and teacher plans or actions to **analyze the cause and effect relationship between teaching and student learning**. (O) **Uses teacher responses** to adjust or transition with follow-up questions and **ascertains teacher knowledge of element and attributes.** (O)	Focuses conference on objectives **derived from accurate analysis of instruction.** (O) Engages teacher reflection on (*whole group **and sub-group***) lesson assessment data and teacher plans or actions. (O) Asks initial questions **and follow-up** questions aligned to conference objectives **to probe deeper.** (O)	Conducts teacher conference to focus on conference objectives. (O) Engages teacher reflection on whole group lesson assessment data and teacher plans or actions. (O) Asks questions aligned to conference objectives. (O)	

Element	4	3	2	1	0
	Descriptors				
Post-Conference: Reinforcement & Refinement Observation Setting Instructional Delivery | Collaborative Team Mtg | Instructional Conference | Leadership Team	**Teacher converses with evaluator in exploration of the content discipline and deep, nuanced knowledge of high-leverage strategies** integral to the cause/effect relationship between teaching and learning (*for whole group, sub-groups, and individual needs of students and the needs or interests of the teacher*). (O)	**Builds on teacher comments to transition to reinforcement and refinement and provide meaning for feedback** focusing on rubric elements integral to the cause/effect relationship between teaching and learning (*for whole group and sub-groups*), based on evidence from script and student learning artifacts. (O)	Provides **relevant feedback focusing on rubric elements integral to the cause/effect relationship between teaching and learning (*for whole group*), based on evidence from script and student learning artifacts.** (O)	Provides practical and specific feedback based on direct quotes from instruction and examples of student learning. (O)	
	Teacher demonstrates understanding of conference objective rubric element(s) and their purpose, attributes/steps, and insight about when and how to effectively use the **strategy in multiple instructional contexts** (*i.e. content concepts or groupings*). (O)	Shares strategy aligned to conference objective rubric element(s), and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson **and future lessons**. (O)	**Shares strategy aligned to conference objective rubric element(s) and teacher demonstrates understanding of purpose, attributes/steps, and when and how to use the strategy to previously taught lesson.** (O)	Teacher leader checks for understanding, and teacher restates understanding of element and attributes/steps. (O)	
Conference Process Observation Setting Instructional Delivery | Collaborative Team Mtg | Instructional Conference | Leadership Team	Ensures conference is clear, well-paced, relevant, **time-efficient**, and engages teacher with **authentic interaction throughout conference.** (O)	Ensures conference is clear, well-paced, relevant, **and engages teacher interest and active involvement in conference.** (O)	Ensures conference is clear, **well-paced**, and relevant. (O)	Ensures conference is clear and relevant. (O)	
	Uses mirroring body language and oral language that is plural, open-ended, and framed with positive presuppositions, **which results in setting teacher at ease to focus on professional learning and future lessons.** (O)	**Uses mirroring body language** and oral language that is **plural, open-ended**, and framed with positive presuppositions **to focus on future lessons.** (O)	Uses oral language that is **free of judgment and framed with positive pre-suppositions.** (O)	Uses oral language that is mostly free of judgment. (O)	
Results Observation Setting Instructional Delivery | Collaborative Team Meeting | Instructional Conference | Leadership Team	Articulates and provides evidence that **nearly all** coaching groups **achieve** monthly coaching objectives; **individuals within coaching groups who have not achieved the objective demonstrated progress toward the group goal and their own educator goal plan goals**. (O) (D - coaching records)	Articulates and provides evidence that nearly all assigned coaching groups make progress toward monthly coaching objectives **and has a plan for advancing the effectiveness of teachers within coaching groups who have not achieved the group objective**. (O) (D - coaching records)	**Articulates and provides evidence that nearly all assigned coaching groups make progress toward monthly coaching objectives**. (O) (D - coaching records)	Evaluates on-going effectiveness of own monthly coaching cycle objectives, implemented professional development, and coaching strategies. (O) (D - coaching records)	
	Demonstrates coaching effectiveness by **90%** of assigned teachers meeting the instructional element component of their educator goal plans (*end of year only*). (D - EGPs)	Demonstrates coaching effectiveness by **80%** of assigned teachers meeting the instructional element component of their educator goal plan goals (*end of year only*). (D - EGPs)	Demonstrates coaching effectiveness by **70%** of assigned teachers meeting the instructional element component of their educator goal plan goals (*end of year only*). (D - EGPs)	Demonstrates coaching effectiveness by less than 70% of assigned teachers meeting the instructional element component of their educator goal plan goals (*end of year only*). (D - EGPs)	

Coaching Observation Instrument

	Observation Settings				Documentation			Survey
	Instructional Delivery	Collaborative Team Meeting	Instructional Conference	Leadership Team	Coaching Plans	Coaching Data Records	EGPs	Teacher Survey
Enhancing Culture								
Relationships			√					√
Active Listening		√						
Collaboration		√						√
Goal Orientation		√						
Designing Support								
Student Needs Analysis		√						
Instructional Analysis		√						
Instructional Planning		√						
Adjusting Support				√	√	√		
Coaching Plans				√	√			
Implementing Professional Learning								
Task Analysis	√							
Conceptual Understanding	√							
Instructional Approach	√							
Practice/Aligned Activity	√							
Authentic Engagement	√							
Monitor and Adjust	√							
Professional Development: New Learning	√							
Research		√						
Standards Implementation		√						
Group Facilitation		√						
Post-Conference: Data Gathering			√					
Post-Conference: Reinforcement & Refinement			√					
Conference Process			√					
Results				√		√	√	

July 2012