

GLOUCESTER CITY SCHOOL DISTRICT

Instructional Coach Observation Rubric 2017-2018

Name:
Date:
School:
Focus:

Evaluator:
Title:
Pre-Conf
Post-Conf

Standard I: Instructional Coaches Demonstrate Leadership

A. Instructional Coaches demonstrate leadership in AchieveNJ to improve student achievement.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Creates two AchieveNJ Student Growth Objectives.	<input type="checkbox"/> ... and Collaborates with district personnel on AchieveNJ Student Growth Objectives.	<input type="checkbox"/> ... and Assumes a leadership role in implementing AchieveNJ Student Growth Objectives throughout the district.	<input type="checkbox"/> ... and Reflects upon the success of the AchieveNJ Student Growth Objectives and provides appropriate professional development.
<input type="checkbox"/> Collaborates with district personnel on implementing Marzano's instructional strategies.	<input type="checkbox"/> ... and Assumes a leadership role in implementing Marzano's instructional strategies in their <u>building</u> .	<input type="checkbox"/> ... and Assumes a leadership role in implementing Marzano's instructional strategies throughout the <u>district</u> .	<input type="checkbox"/> ... and Reflects upon the success of the instructional strategies and provides appropriate professional development to <u>district</u> personnel.

B. Instructional Coaches demonstrate leadership in the school.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Collaborates with school personnel regarding data analysis.	<input type="checkbox"/> ... and Assists teachers with <u>analyzing classroom data to inform instruction.</u>	<input type="checkbox"/> ... and Assumes a leadership role in analyzing <u>school-wide data to identify patterns of academic strength and weakness.</u>	<input type="checkbox"/> ... and Reflects upon the success of data analysis and <u>assists in identifying patterns of academic strength and weakness across the district.</u> Makes recommendations regarding curricula and instructional strategies.
<input type="checkbox"/> Participates in professional learning community.	<input type="checkbox"/> ... and Assumes a leadership role in professional learning community.	<input type="checkbox"/> ... and Collaborates with colleagues to improve the quality of learning in the <u>school and district.</u>	<input type="checkbox"/> ... and Reflects upon the quality of learning in the <u>district.</u>
C. Instructional Coaches demonstrate high ethical standards.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Demonstrates ethical behavior.	<input type="checkbox"/> ... and Knows and upholds ethical principles.	<input type="checkbox"/> ... and Models ethical behavior and encourages others to do the same.	<input type="checkbox"/> ... and Constantly strives to maintain and improve positive, ethical, and professional relationships.

Comments:

Standard II: Instructional Coaches Facilitate Learning for All Students

A. Instructional Coaches promote the interconnectedness of content areas/disciplines.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the state standards.	<input type="checkbox"/> ... and Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines.	<input type="checkbox"/> ... and Collaborates with teachers from all grades or subject areas to establish links between disciplines and influence <u>school-wide</u> curriculum and teaching practice.	<input type="checkbox"/> ... and Collaborates with teachers from all grades or subject areas to establish links between disciplines and influence <u>district-wide</u> curriculum and teaching practice.
<input type="checkbox"/> Displays global awareness.	<input type="checkbox"/> ... and Promotes global view of educational practices.	<input type="checkbox"/> ... and <u>Models and facilitates</u> global awareness throughout lesson plans and professional development opportunities.	<input type="checkbox"/> ... and Promotes global awareness and its relevance to all staff, influencing curriculum and teaching throughout the district.
<input type="checkbox"/> Displays awareness of the 21st century skills and their relevance to all subjects.	<input type="checkbox"/> ... and Encourages staff to integrate 21st century life skills including <u>leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility.</u>	<input type="checkbox"/> ... and <u>Models and facilitates</u> the integration of 21st century life skills via <u>project-based learning, higher order thinking activities, and student reflection.</u>	<input type="checkbox"/> ... and Promotes 21st century skills and their relevance to all staff, influencing curriculum and teaching throughout the <u>district.</u>

<input type="checkbox"/> Displays awareness of technology standards.	<input type="checkbox"/> ... and Promotes technology skills and their relevance to all subject.	<input type="checkbox"/> ... and Models and facilitates integrating technology skills throughout lesson plans and professional development opportunities.	<input type="checkbox"/> ... and Promotes technology skills and their relevance to all staff, influencing curriculum and teaching throughout the district.
--	---	---	--

B. Instructional Coaches assist teachers in using a variety of educational strategies.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> <u>Models</u> the use of a variety of strategies and materials necessary to meet the needs of all students.	<input type="checkbox"/> ... and Ensures the success of all students through the selection and utilization of appropriate strategies and materials.	<input type="checkbox"/> ... and <u>Analyzes</u> the effectiveness of instructional strategies and materials and <u>makes appropriate modifications</u> to ensure the success of all students.	<input type="checkbox"/> ... and Stays abreast of emerging research areas and new and innovative materials and incorporates them into the curriculum, lesson plans and professional development.
<input type="checkbox"/> Understands the importance of developing students' critical thinking and problem-solving skills.	<input type="checkbox"/> ...and Demonstrates knowledge of processes and strategies needed to support students in acquiring critical thinking and problem solving skills.	<input type="checkbox"/> ...and Analyzes the processes and strategies needed to integrate critical thinking and problem solving skills into instructional practices and professional development.	<input type="checkbox"/> ...and Encourages and assists staff throughout the <u>district</u> to integrate critical thinking and problem-solving strategies into their instructional practices.

Comments:

Standard III: Instructional Coaches Reflect Upon Their Practice

A. Instructional Coaches use formative and summative assessment to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Thinks systematically and critically about learning and what can be done to improve student achievement at the school level.	<input type="checkbox"/> ... and Supports the development of classroom instruction based on analysis of assessment data, current programs and evidence from best practices.	<input type="checkbox"/> ... and Pursues improvements to current programs guided by findings from data analyses.	<input type="checkbox"/> ... and Advocates for resources to implement changes to the district's educational programs.
B. Instructional Coaches Communicate effectively.			
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Demonstrates the ability to effectively communicate with teachers.	<input type="checkbox"/> ... and Demonstrates the ability to effectively communicate with all staff.	<input type="checkbox"/> ... and Creates a variety of methods to communicate with all staff.	<input type="checkbox"/> ... and Anticipates misunderstandings and proactively develops techniques to mitigate concerns.
<input type="checkbox"/> Provides opportunities for teachers to articulate ideas and concerns.	<input type="checkbox"/> ...and Encourages and supports staff to articulate ideas and concerns.	<input type="checkbox"/> ...and Adapts communication strategies as necessary to meet unique staff needs.	<input type="checkbox"/> ...and Adapts communication strategies as necessary to meet unique staff needs so that 100% of staff worked with are making progress toward targeted focus.

<input type="checkbox"/> Provide regular opportunities for teacher input and feedback.	<input type="checkbox"/> ...and Provide regular opportunities for staff input and feedback.	<input type="checkbox"/> ...and Provides equitable support based on staff and/or student needs. Maintain confidentiality.	<input type="checkbox"/> ...and Facilitate staff's reflection to determine effectiveness and where learning could be improved.
--	---	---	--

C. Instructional Coaches link professional growth to their professional goals.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<input type="checkbox"/> Understands the need for professional development to improve leadership skills and professional practice.	<input type="checkbox"/> ... and Completes professional development in the use of current and emerging practices and technologies.	<input type="checkbox"/> ... and Pursues professional development opportunities outside the district to enhance professional practice.	<input type="checkbox"/> ... and Participates in global professional learning communities to improve professional practice and student learning.

D. Instructional Coaches function effectively in a complex, dynamic environment.

<input type="checkbox"/> Understands the need to be flexible, adaptable, and resourceful.	<input type="checkbox"/> ... and Uses findings from evidence-based research to improve professional practices.	<input type="checkbox"/> ... and Monitors student data to evaluate the impact of implementation of professional practices on student learning.	<input type="checkbox"/> ... and Applies findings of monitoring activities to adapt the instructional program.
---	--	--	--

Comments:

GLOUCESTER CITY SCHOOL DISTRICT
Instructional Coach Evaluation Rubric

Evaluee Signature

Date

Evaluator Signature

Date

11/22/2017