Syracuse City School District

LEAD & LEARN

A Growth and Effectiveness System

For District-Level Coaches, Instructional Coaches, Building-based Coaches, Multi-Classroom Leaders, and Other Instructionally-focused Coaching Roles

v. September 2019

Syracuse City School District

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INTRODUCTION

In the SCSD, we believe that an effectiveness system should be grounded in growth and support. Effectiveness is about more than measurement; it is about measuring what matters most, using multiple perspectives to identify areas of strengths and areas in need of growth, and providing support structures to help educators develop their professional practice. It is about educators working together to motivate and inspire each other through communication, collaboration and reflective dialogue about their craft.

The SCSD LEAD & LEARN Growth and Effectiveness System for Coaches was developed collaboratively by a convening and workgroup comprised of school building leaders, district leaders, instructional coaches and MCL's from across the district.

PILOT INFORMATION

The goal of LEAD & LEARN is to support the continuous growth and development of each coach by monitoring, analyzing, and applying pertinent evidence compiled within a system of meaningful feedback. The uniform performance domains provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective Leadership.

This model will be piloted in the 2018-2019 and in 2019-2020 school years with all coaches. The pilot will allow for opportunities for reflection and input for improving the model before we move to full implementation. The chart below provides information about each year of the pilot:

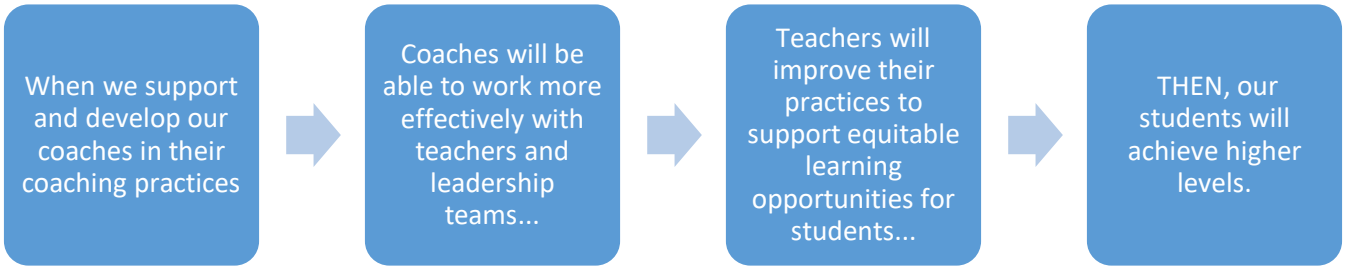
Chart 1: Pilot Information

2018-2019 – Pilot (Partial Process)		
Category	**Description**	**Timeline**
Training	For Coaches (with Self-Reflection and Goal Setting)	January (at Coach Academy)
	For Administrators (Building & District)	January
Process	Set 1 Goal	January 30
	BOY Conference	February 15
	One Observation	March 1 – May 31
	Summative Assessment	June 15
	EOY Conference	June 20
Feedback	Survey for Coaches and Administrators	June 30
2019-2020 – Pilot (Full Process)		
Category	**Description**	**Timeline**
Training	For Coaches (with Self-Reflection)	September 2019
	Video Overview	September
Process	Goal Setting	September 30
	BOY Conference	September 30
	Observations (2)	October 1 – May 31
	MOY Conference	January 31
	Summative Assessment	June 15
	EOY Conference	June 20
Feedback	Survey for Coaches and Administrators	June 30

THEORY OF ACTION

The Coaching Convening and the Coaching Evaluation Workgroup believe that instructional coaching, when done well, will lead to better outcomes for students through their work with teachers in implementing practices that create equitable and rigorous learning opportunities. The SCSD puts forth a large investment each year in instructional coaching, therefore, it is critical that we ensure that we support and develop our instructional coaches in best coaching practices to ensure that they are better able to support teachers.

Chart 2: Theory of Action



ALIGNMENT TO STANDARDS

Currently, national or state standards for instructional coaching do not exist. However, this past year, New Teacher Center who has focused their work on coaching and mentoring teachers for the past few decades released their coaching standards. Their standards are aligned with our goals of ensuring equitable learning opportunities and implementing culturally responsive practices. These standards serve as a guide to where the Coaching Convening and the Coaching Evaluation Workgroup aspires for instructional coaching in SCSD.

Chart 3: Instructional Coaching Practice Standards (By New Teacher Center)

Foundational	1.0 - Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student. 2.0 - Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy
Structural	3.0 - Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student. 4.0 - Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.
Instructional	5.0 - Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student. 6.0 - Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social and emotional needs of every student.

New Teacher Center (2018). *Instructional Coaching Practice Standards.*

STRUCTURE AND DEVELOPMENT OF THE RUBRIC

This rubric was developed based on three different models: Danielson's Instructional Specialist rubric, Denver Public School's LEAD Growth and Performance System, and New Teacher Center's Continuum of Mentoring Practice. We recognize that coaching for the improvement of instruction is complex work but it is work that has the potential to transform teaching and learning when done well. The SCSD Coaching Convening and the SCSD Coach Workgroup determined that we needed a way to hone in on pivotal practices of an instructional coach that focus on improving student outcomes by supporting educators in their development of instructional practices, strategies that promote equitable learning environments, and ways to incorporate the powerful use of student data to drive teaching and learning. The SCSD Coaching Rubric is designed with best practices in coaching that promotes transformation in mind.

All coaching draws on the same skillsets and competencies in order to facilitate the improvement of instructional practices that result in student achievement gains. These skills and competencies are the premise of the way the rubric was developed. It is important to note that the SCSD expectation for all coaching roles is that they are coaching educators. It is critical that the majority of the time, coaches are able to work with teachers on instructional strategies that best meet student needs. This involves conducting observation-feedback cycles with teachers, integrating data into teacher support, and ultimately elevating teacher practices across the board.

The rubric is designed with three overarching domains that have multiple components that define the various aspects of the work that coaches engage in. Below is a description of each domain and a chart that indicates the components within each domain. The full rubric can be found in *Appendix 1.*

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes.

Domain 2 focuses on setting the necessary tone, mindsets, and practices that enable and promote continuous improvement in service of ensuring improve student outcomes. These components can be observed in the work that coaches do every day with individual educators and groups of educators as well as how the school community embraces the ideas and strategies promoted by the coach.

Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development.

Domain 2 embeds the important concepts for successful teaching as well as the strategic moves coaches make to support teachers in shifting practices that result in improved student outcomes. These can be observed through the work that coaches do, most of which are embedded in practice (observation-feedback cycles, inquiry cycles, professional development sessions, collaborative and facilitative activities, etc.).

Domain 3: Professional Responsibilities.

Domain 3 is focused on the essential activities and aspects that are core for a coach to engage in as a professional. These components can be seen in the day to day work of the coach.

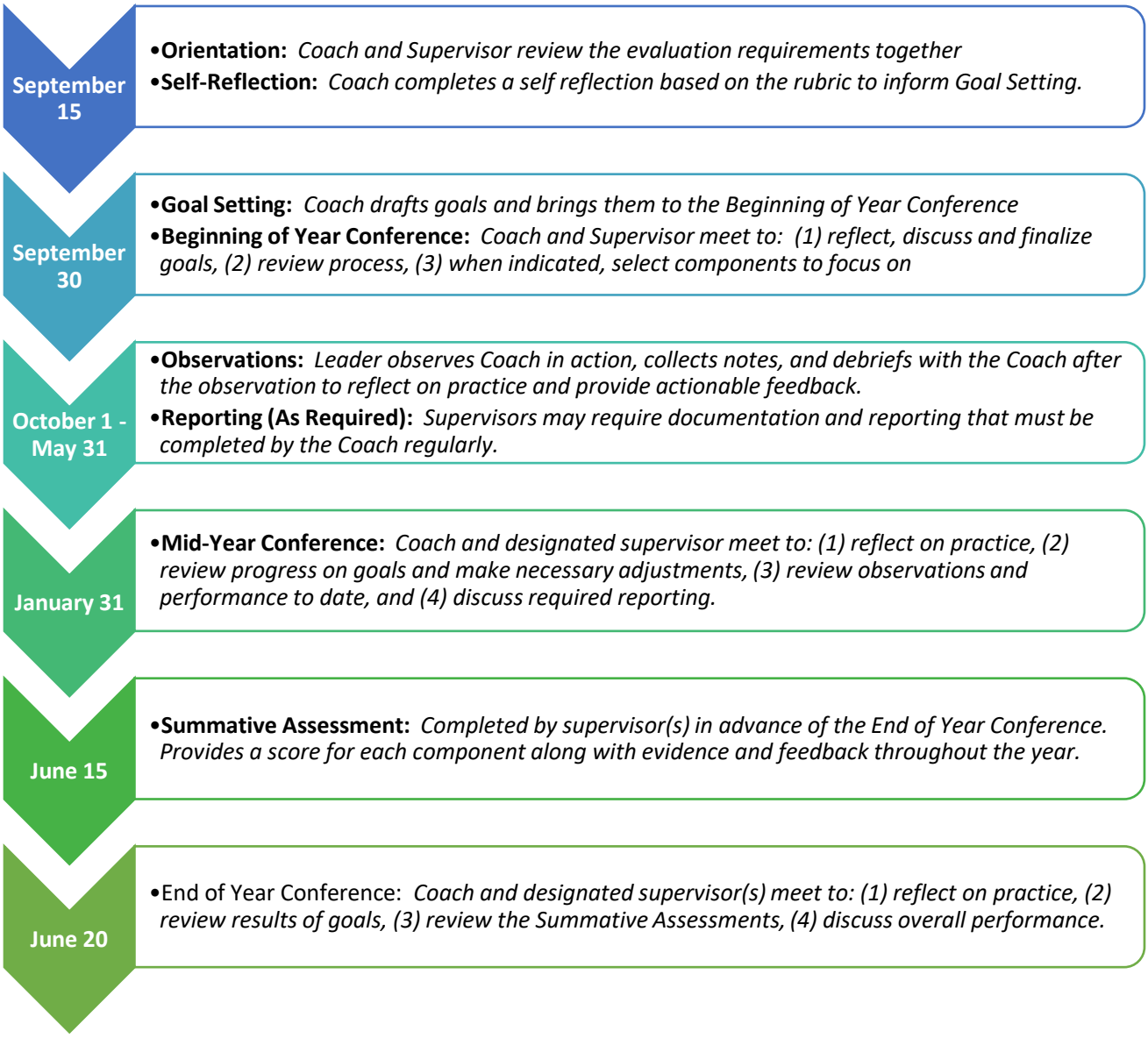
Chart 4: Coaching Rubric Domains and Components

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes	Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development.	Domain 3: Professional Responsibilities
A. Creates an environment of trust and respect B. Promotes continuous learning and improvement of teacher practice C. Communicates a shared vision of educator and student success D. Establishes the essential use of student data for improving instructional practices and student outcomes	A. Promotes the implementation of rigorous instruction that meets the needs of diverse students B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes C. Embeds formative assessment and data analysis practices to support instruction and learning D. Supports reflection and problem solving with educators E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies	A. Reflects on practice B. Prepares and submits reports as required C. Coordinates work with various stakeholders D. Engages in professional development E. Demonstrates professionalism, integrity, and confidentiality

Coach Evaluation Process with Ongoing Formative Assessment and Feedback

Coaches deserve to have ongoing feedback, just as any educator does. The feedback that coaches receive need to be on their coaching skills and competencies as well as their ability to move teacher practice in order to achieve greater student achievement. The process is the same for each coaching role. This is in an effort to ensure that anyone in a coaching role has the opportunity to receive feedback and grow in his or her role as a coach. The process is outlined in the *chart* below.

Chart 5: Evalaution Process



We recognize that there are differences between District Level Coaches, Building-based Coaches, and MCL's. Because of those differences, we have outlined a process with differentiated minimum requirements. The chart below outlines the ways in which each part of the evaluation process is differentiated for each major type of role.

Chart 6: Differentiation of Evaluation Components by Role

Evaluation Components	District Level Coach	Instructional Coach and/or Building-based Coach	MCL
Rubric	Choose 12 of the 14 components most aligned to the work	All 14 components	Choose 12 of the 14 components most aligned to the work
Goals	Set 3 goals: -2 goals aligned to district priorities -1 goal aligned to professional practice	Set 3 goals: -2 goals aligned to district priorities and/or building initiatives -1 goal aligned to professional practice	Choose 2: -90 day plan -1 goal aligned to professional practice -1 goal aligned to district priorities and/or building initiatives
Observations with Debrief	Minimum of 2 observations by Supervising District Level Leader	Minimum of: -2 observations by District Level Leader **-OR-** -1 observation by Building Leader -1 observation by District Level Leader	Minimum of: -2 observation by Building Leader **-OR-** -1 observation by Building leader -1 observation by District Level Leader
Summative Assessment	Supervising District Level Leader	-1 by Building Leader -1 by District Leader in T&L or EE	-1 by Building Leader -1 by District Leader in T&L or EE (if appropriate)
Conferences conducted by	Supervising District Level Administrator	Assigned District Administrator; when possible, co-conducted by Building Leader	Building Leader; (optional) may have District Leader co-conduct (if appropriate)

Orientation

To ensure both Coaches and Supervisors have a clear understanding of expectations; Supervisors will conduct a LEAD & LEARN Growth and Effectiveness System Orientation prior to the Beginning of the Year Conference. This orientation should be conducted annually by September 15. The orientation should review this handbook and the process of the system, develop internal plans for implementation, and address any questions.

Additionally, after Coaches have completed an orientation to the system, they must be provided with opportunities to become more familiar with the LEAD & LEARN process. Continual collaboration and reflection, including ongoing dialogue with Supervisors, and peers/mentors, as well as professional learning opportunities will increase understanding of the system and make the process most effective.

Self-reflection and Goal Setting

Next, coaches will engage in Goal Setting. This will require the coach to sift through the rubric and conduct a self-reflection. Coaches are encouraged to collaborate with supervisors throughout this process of self-reflection and goal setting. Coaches will set three goals:

- The first goal should align with identified **district or building priorities**.
- The second goal should align with identified **program or initiative priorities**.
- The third goal should be a **personal professional goal**, likely based on the results of the self-assessment.

NOTE: MCLs have the option of using their 90 day plan as one of their two goals.

Goals should be…

- Approved collaboratively between the leader and supervisor
- SMART – Specific, Measureable, Achievable, Relevant & Rigorous, and Timely
- Set annually in preparation for the Beginning of Year Conference, or within one month of hire if hired off schedule
- Developed by coaches with consideration of the inclusion of both quantitative and qualitative data
- Adjusted and updated as needed

Coaches **may** use several sources in setting the Performance Goals including (but not limited to) system priorities, student achievement data, self-assessment areas for growth, survey results, quarterly reports and the leader's professional development goals. Additional sources of data may include primary and secondary sources that reflect both quantitative and qualitative data.
An action plan is included with each goal that outlines rationale, alignment to **LEAD** & **LEARN** framework domains, strategies, resources, and timelines for completion.

A copy of the *Performance Goal Setting* can be found in the Appendix.

Coaches should complete the *Goal Setting* and submit their goals to their supervisor. Goals will be finalized during the *Beginning of Year Conference*, reviewed for progress at the *Mid-Year Conference*, and then reviewed for attainment at the *End of Year Conference*.

Beginning of Year Conference *to be completed by September 30.*

Administrators will conduct a *Beginning of Year Conference* for all coaches. The conference follows the Orientation and will be used to inform the coach of performance expectations and to support their professional growth. A dialogue on the goals and specific responsibilities will be finalized at this time.

The rubrics will be included in the *Beginning of Year Conference* discussion and evidence sources for all framework domains will be discussed. Possible professional learning opportunities that align to the coach's needs will also be addressed during the conference, including discussion of any actions, supports or resources that might assist the coach.

The *Beginning of Year Conference* will be held individually. The notes from the conference must be documented on the *Conference Summary Form*. For those leaders who are hired off schedule, the Beginning of Year Conference should be conducted within one month of hire.

Observations with Debriefs

Throughout the year, at least two observations should take place and be written up on the Observation Form by the Supervisor. Observations of coaching practice may include but not be limited to:

- Observation-Feedback Cycles *(May only be observed by a leader who is not the teacher's supervisor)*
    - Pre-conference
    - Debrief
- Modeling of Best Practices
- Professional Development Session
- Team meetings for Data Analysis
- Team meetings for Content/Curriculum Support
- Unit Unpacking sessions
- Co-planning sessions
- Common Planning Time
- Lab Site

NOTE: Any part of an Observation-feedback Cycle with a Teacher may not be observed by the Building Leader. The Teacher-Coach relationship must remain trusting and confidential, as the coach is not the evaluator of the teacher. In order for a Coach to make an impact on teacher practice, the time spent one-to-one between the coach and teacher must remain non-evaluative in nature at all times so that the teacher may be authentic and more open to taking risks.

After an observation takes place, it is important to hold a debrief meeting with the coach. The debrief meeting should consist of the following:

- Reflection on practice based on what was observed
- Identifying strengths and opportunities for growth
- Prioritized and actionable feedback.

Mid-Year Conference

The Formative Assessment process continues throughout the year and allows Supervisors to document progress and to provide ongoing feedback to Coaches. Supervisors will complete one *Mid-Year Formative Assessment Feedback Report* for each Leader, no earlier than January 2 and by January 30, providing an informal performance rating on each of the applicable big concepts using the appraisal rubrics. The *Mid-Year Conference* should be held individually. The notes from the conference must be documented on the *Conference Summary Form.*

At this time, any big concepts the Supervisor feels are at the developing or ineffective levels must be identified with suggestions for improvements and shared with the Coach at the Mid-Year Conference. This is an opportunity to make appropriate and necessary adjustments to the goals and to identify additional artifacts that may be used to demonstrate the Coach's practice.

The assessment of the Coach requires a growth and effectiveness system that acknowledges the contextual nature and complexities of the job. Multiple artifacts provide for a comprehensive and authentic "portrait" of the Coach's work. Therefore, the continuous formative feedback process will include collection of the following types of sources of evidence to provide comprehensive and accurate feedback on Leader performance.

Summative Assessment

The *Summative Assessment* will be based on all artifacts throughout the year, observations, and the three conferences held throughout the school year. A *Summative Assessment* will be completed for each Coach. For building level Coaches and MCLs, the performance review will be completed by both a building leader and the supervising district level director where appropriate. For district level coaches, only one Summative Assessment will be completed by the direct supervisor. This part of the process

establishes a final rating on the previously identified performance domains. These ratings will account for all available artifacts and may be amended until June 20th at the request of the Leader in the event that additional delayed data are necessary to complete the evaluative cycle.

End of Year Conference

All Coaches will engage in an *End of Year Conference* with their Supervisors. The *End of the Year Conference* will be used to discuss *the Summative Assessment* results and to review the progress towards performance excellence. Coaches will reflect on successes and further areas of focus for future growth. Coaches and supervisors should also reflect on the annual goals that were established at the opening conference. A discussion on goal attainment and next steps should be considered at this time. Professional learning experiences based on the Coach's needs should also be addressed during the conference. The *End of Year Conference* will be held individually so that specific feedback can be provided. The notes from the conference must be documented on the *Conference Summary Form.* The *End of Year Conference* should be completed by June 25 or the last day of school, whichever comes first.

Possible Data Sources

It is important to consider throughout the process that information for evalaution and feedback can came from multiple sources at any point in the evaluation process. These sources can come from observation of practices, artifacts, and surveys. *See chart below.*

Chart 7: Possible Data Sources

Data Source	Definition
Observations	Observations, applied in a variety of settings, provide information on a wide range of contributions made by Coaches. Observations may range from watching how a Leader interacts with others, to observing programs and shadowing the coach. Either during or after an observation, the Supervisor should discuss various aspects of the job with the coach. This can take the form of a formal interview or a less structured discussion. Through questioning, the Supervisor may help the Coach reflect on his or her performance, which may provide insight into how the Coach is addressing the performance domains. Such a discussion may also help the Coach to identify and select the artifacts he or she might submit to the Supervisor to demonstrate proficiency in each domain. Following the observation, Supervisors should provide timely and specific written feedback to the Coach.

Artifacts	Artifacts created in the day-to-day work of being a Coach can provide evidence of meeting the performance domains. While some documentation is collected by the district, such as the quarterly reports, and re-viewed outside of the effectiveness process, it can also be used as a data source for conferencing about Coach growth. Identification of artifacts that support the individual Coach's growth should be done as a collaborative effort between the Coach and the Supervisor. The Supervisor will identify and use artifacts available through the work cycle. At the same time, the Coach may have access to additional artifacts that support the Coach's growth. During the conferencing process, documentation for the performance domains will be reviewed and additional artifacts that may be needed by the Supervisor or Coach may be identified and included.
Optional Feedback Surveys	Feedback surveys are an optional piece of evidence that Coaches may choose to collect and use for reflection. Surveys are a valuable data collection tool used to gather client data regarding their perceptions of the Coach's performance. One of the benefits of using surveys is that the collected information may help the Coach set goals for continuous improvement -- in other words, to provide feedback directly to the Coach for professional growth and development. Surveys also may be used to provide information to Supervisors that may not be accurately obtained through other types of documentation. Important to note is that it may be more critical how the Coach responds and uses survey information to improve coaching practice than the results themselves.

Rebuttal Process

If Coaches have concerns about the results of their evaluation there are options for them to address their concerns. The rebuttal process is outlined below. The rebuttal process should begin within 15 days of the conference.

1. Coaches may always write a response to the conference meetings within the process
2. Submit, in writing a letter of rebuttal expressing concerns to their Supervisor
3. Submit, in writing, a letter of rebuttal expressing concerns to the Office of Human Resources.

Coach Support and Assistance Plan

We believe that it is important to support our coaches' growth and development just as they do for teachers. It is critical that this support is provided when a coach is requesting assistance for growth areas and/or is displaying growth areas. The *Coach Support and Assistance Plan* is designed to help plan the supports so that the coach is able to develop critical areas of his or her practice.

This process begins by defining the areas for growth and identifying the expected outcome. The form supports the development of action steps and supports to put in place and provides a space to determine supports and resources needed. It is important to set target dates for each action step and/or resource. Also included in the process is the identification of how progress and achievement will be measured and by when.

Once the plan is in place and is enacted, this form also provides a space to track progress and achievement over time as well as next steps that may be needed. The final step includes a summary of progress and final recommendations.

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Appendix 1: Rubric

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes.
This domain focuses on setting the necessary tone, mindsets, and practices that enable and promote continuous improvement in service of ensuring improve student outcomes. These components can be observed in the work that coaches do every day with individual educators and groups of educators as well as how the school community embraces the ideas and strategies promoted by the coach.

Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development.
This domain embeds the important concepts for successful teaching as well as the strategic moves coaches make to support teachers in shifting practices that result in improved student outcomes. These can be observed through the work that coaches do, most of which are embedded in practice (observation-feedback cycles, inquiry cycles, professional development sessions, collaborative and facilitative activities, etc.)

Domain 3: Professional Responsibilities.
This domain is focused on the essential activities and aspects that are core for a coach to engage in as a professional. These components can be seen in the day to day work of the coach.

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes	**Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development.**	**Domain 3: Professional Responsibilities**
A. Creates an environment of trust and respect B. Promotes continuous learning and improvement of teacher practice C. Communicates a shared vision of educator and student success D. Establishes the essential use of student data for improving instructional practices and student outcomes	A. Promotes the implementation of rigorous instruction that meets the needs of diverse students B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes C. Embeds formative assessment and data analysis practices to support instruction and learning D. Supports reflection and problem solving with educators E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies	A. Reflects on practice B. Prepares and submits reports as required C. Coordinates work with various stakeholders D. Engages in professional development E. Demonstrates professionalism, integrity, and confidentiality

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes				
1A. Creates an environment of trust and respect	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Coach fosters relationships that are highly respectful, trusting, caring and honest. Most educators are receptive to initiatives established by the Coach. Overall, teachers often feel valued and safe to express their diverse and sometimes divergent perspectives to the coach. Coach always maintains confidentiality with each teacher and does not share individual performance with building leaders; rather identifies trends across the building. Coach honors commitments and always follows through on them.	Coach builds effective relationships that are respectful, trusting, caring and honest. Many teachers are receptive to initiatives established by the Coach. Many of the teachers feel valued and safe to express their diverse perspectives. Coach maintains confidentiality with each teacher and does not share individual performance with building leaders; rather identifies and shares trends across the building. Coach honors most commitments and typically follows through.	Coach builds positive relationships that are respectful, trusting, and cordial. The coach listens actively and respects background and culture of stakeholders. In general, teachers don't resist initiatives established by the Coach. Teachers in general feel valued but do not always feel comfortable sharing diverse perspectives with the coach. Coach generally maintains confidentiality with each teacher; Inconsistently identifies and shares some trends in the building.	Teachers are reluctant to request assistance from the coach, fearing that such a request will be treated as a sign of deficiency. Overall, staff do not feel valued and rarely express their diverse perspectives in front of the coach. Breaks confidentiality with teachers and shares individual performance with building administrators frequently. Does not always honor commitments or does not always follow through.
Critical Attributes	• Contributes to the development of a collaborative and culturally responsive culture that includes norms for interactions • Holds high expectations for self and others • Promotes collective responsibility, mutual respect, and relational trust • Maintains confidentiality and can be relied on for complete discretion by all stakeholders	• Contributes to the development of a collaborative and culturally responsive culture that includes norms for interactions; • Holds high expectations; • Promotes collective responsibility and mutual respect • Confidentiality and complete discretion is maintained by coach.	• Assesses with principal the current culture. • Coach has made efforts to establish an environment of confidentiality with some success.	• Accepts the current school culture without making efforts to improve it. • Confidentiality is not maintained by coach.

1B. Promotes continuous learning and improvement of teacher practice	Highly Effective	Effective	Developing	Ineffective
	Facilitates the analysis of complex teaching issues and concerns to identify solutions to maximize teacher practice and student learning. Provides timely and seamless integration of initiatives. Uses formative assessment of teacher practice during observation-feedback or inquiry cycles and uses that data to support teachers in taking responsible risks and reflecting on the outcomes of them. Uses procedures, routines, and tools that increase efficiency and help energize the coaching experience.	Engages the teacher in taking responsibility for making changes in practice to meet the diverse learning needs of students. Regularly conducts the observation-feedback or inquiry cycles with educators. Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues of practice and learning needs of students. Prioritizes and balances the work for district and school priorities and the teacher's immediate needs.	Engages in ongoing conversations with educators that examine the teacher practice and student learning in ways that improve practice and student learning. Inconsistently conducts observation-feedback or inquiry cycles with educators. Meets individual needs, provides ongoing collaboration with educators to improve practice and outcomes.	Rarely conducts observation-feedback or inquiry cycles with educators. Is not effective in getting teachers to try new things in their practice or in supporting the ongoing reflection on practice through the use of formative assessment of practice data.
Critical Attributes	• Observation-feedback cycles lead to teachers setting actionable goals • Identifies trends across the building and/or grade level(s)	• Regularly conducts Observation-feedback cycles with teachers • Sets SMART Goals • Monitors and adjusts support for teachers based on assessed needs • Facilitates team meetings, professional development	• Inconsistently conducts observation-feedback cycles with teachers • Sometimes sets goals with teachers • Provides professional development	• Does not collect formative assessment data on teacher practices

1C. Communicates a shared vision of educator and student success	Highly Effective	Effective	Developing	Ineffective
	Coach has clearly communicated the school's shared vision of instructional excellence that teachers are enacting in their classrooms. Coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the Coach. Coach approaches the work of striving for equitable learning and culturally responsive practices with urgency and it can be reflected in many classrooms in which the coach has worked with the teacher.	Coach has communicated a shared vision of instructional excellence that can be seen in several classrooms in the school. Coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. Coach approaches the work of striving for equitable learning and culturally responsive practices with urgency and it can be reflected in some classrooms in which the coach has worked with the teacher.	Coach has communicated a vision of instructional excellence that teachers can talk about but is not yet seen in many teacher classrooms. Teachers don't resist offerings of support from the Coach. Coach approaches the work of striving for equitable learning and culturally responsive practices and it can be reflected in a few classrooms in which the coach has worked with the teacher.	Coach has not communicated a vision of instructional excellence effectively. Coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. There is no sense of urgency around the work of striving for equitable learning and culturally responsive practices in the classroom.
Critical Attributes	• Engages colleagues in conversations about the impact of individual and collective professional learning on student achievement. • Teams of teachers are invested in continuous learning and improvement. • Coach promotes and models continuous learning and feedback. • Coach genuinely believes in the shared vision and owns it.	• Meets with colleagues about the impact of individual and collective professional learning on student achievement. • Many teachers are invested in continuous learning and improvement. • Coach often promotes and models continuous learning and feedback.	• Invites colleagues to participate in professional learning to address the needs of students outside individual classrooms. • Some teachers are invested in continuous learning and improvement. • Coach promotes and models continuous learning and feedback.	• Fails to engage colleagues in conversations about professional learning to address student learning needs. • Teachers do not show they are invested in continuous learning and improvement. • Coach intermittently or rarely promotes and models continuous learning and feedback.

1D. Establishes the essential use of student data for improving instructional practices and student outcomes	Highly Effective	Effective	Developing	Ineffective
	Deepens educators' understanding and develops the capacity of educators to improve formative assessment practices, data analysis, and action planning to promote improved student outcomes. Collaborates with educators in ongoing analysis and reflection on formative assessment to gauge and calibrate teacher progress toward both short- and long-term goals and to ensure student learning.	Expands skills, knowledge, and use of formative assessment to promote educator growth and student learning. Uses results of formative assessment to analyze progress and meeting the learning needs of students. Based on analysis and reflection, selects next steps to achieve short-term goals for coaching cycles.	Provides educator with information to help develop the understanding of the role of formative assessment practices to educators. Engages educators in using the results of analysis and reflection on formative assessment data to guide changes in practice that support student learning. Uses formative assessments to focus conversations on student learning to identify immediate needs for teacher and mentor.	Does not support the development of educators' understanding of the role and use of formative assessment. Does not possess the knowledge or skills for implementing effective formative assessment practices. Formative assessment is not used to look at teacher practice or student outcomes.
Critical Attributes	• Frequently facilitates the analysis and systematic use of various types of student assessment data using a variety of appropriate protocols (including formative, summative, interim, and student work)	• Facilitates the use of various types of student assessment data using a variety of appropriate protocols (including formative, summative, interim, and student work)	• Encourages teachers to use student assessment data • Facilitates analysis and use of summative and interim assessments only – does not address other formative assessments or student work analysis	• Rarely refers to the use of student assessment data when working with teachers.

Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development.				
2A. Promotes the implementation of rigorous instruction that meets the needs of diverse students.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Collaborates with educators to implement research-based instructional strategies and best practices. Facilitates teachers in personalizing rigorous and engaging instruction that meets the evolving individual needs of all students. Facilitates routine use of state standards to support educators in planning and implementing personalized learning to advance student learning. Coach guides collaboration with classroom teachers in the design of instructional lessons and units, teaching of academic language, and locating additional resources when needed.	Integrates educational research and best practices into collaborations with teacher. Supports the teacher in planning for and implementing personalized learning, rigorous tasks, and engaging instruction to address a range of student learning needs. Uses knowledge of state standards to support educators in planning and implementing standards-based tasks and data analysis to support student learning. Coach collaborates with educators in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved learning of content.	Uses knowledge of state standards and instructional strategies to guide teacher planning and implementation of standards-based instruction to meet assessed needs of students. Supports teachers to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content. Shares research-based practices with teachers to improve practice and matched to student learning needs. Coach initiates the design of instructional lessons, units, or programs with educators when specifically asked to do so.	Coach interactions neglect to address rigor, engagement, personalization, and/or standards alignment. Coach declines to collaborate with classroom teachers in the design of instructional lessons and units.
Critical Attributes	• Tailors classroom support to align with teachers' needs and concerns.	• Employs various classroom support strategies to align with teachers' needs and concerns.	• Upon teacher's request employs multiple types of support to address each individual staff member's areas of need related to implementation.	• Provides limited supports to address each individual staff member's areas of need related to implementation.

2B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Enhances educators' abilities to identify inequities, bias, stereotyping, and assumptions about cultures. Engages educators in utilizing a wide variety of culturally responsive techniques and instructional strategies that promote equitable access to content and learning for all students. Supports educators in working collaboratively with families, community partners, colleagues, and administrators to better support student learning. Supports educators in analyzing student work and data through the lenses of the impact issues of equity, bias, and access to the curriculum has on student learning.	Supports educators in identifying issues of equity, bias, and access to curriculum in order to then determine the use of equity principles and culturally responsive pedagogy as resources in planning lessons to address and meet needs. Facilitates self-examination of how life experiences, perspectives, culture, language, and racial identify impact teaching and student learning. Guides educators in interactions with families and implementing instructional strategies that are culturally responsive and promote equity.	Collaborates with the teacher to gather information about the diversity and cultural norms of the students, school, families, and community. Supports teachers in engaging with colleagues, administrators, and families in ways that contribute to building positive and respectful relationships and student learning. Identifies issues of equity, bias, and access to standards-based curriculum for students in the classroom. Seeks opportunities to develop and use various sources of data to raise awareness of issues and to refine educator's knowledge of equity principles and culturally responsive pedagogy to meet needs.	Is uncomfortable with engaging in conversations regarding equity, diversity, and the surrounding issues such as race, bias, and personal beliefs. Does not address equity issues seen while working with educators.
Critical Attributes	• Is comfortable challenging the beliefs of an educator to help him or her see another perspective on how to reach equity • Explores the roots of limiting beliefs and guides educators to change practices to promote equity	• Identifies educator practices that limit equitable learning opportunities • Supports educators in changing practices to ensure equity in the classroom/school	• Makes attempts to identify practices that limit equity in the classroom/school • Provides suggestions of best practices that lead to equity in the classroom/school	• Does not identify equity issues in classrooms/school • Does not attempt to change or suggest changes to improve equity practices

2C. Embeds formative assessment and data analysis practices to support instruction and learning	Highly Effective	Effective	Developing	Ineffective
	Facilitates the educator's flexible and strategic use of a wide range of student assessments that are aligned to the purpose of a lesson or unit and that accurately demonstrates student knowledge, skills, and needs. Supports educators in developing student abilities and motivation to advance learning through engagement with student assessment data. Facilitates the teacher's systematic collection and analysis of a broad range of student data and to plan personalized instruction that results in improvements in practice and advances student learning. Promotes practices that have students set goals based on their own data.	Expands skills, knowledge, and use of formative assessment to promote teacher growth and student learning. Supports and collaborates with the teacher to use a variety of assessments to determine student knowledge, skills, and needs. Guides the teacher in the effective use of strategies to engage students in setting personal goals and monitoring progress using data from assessments. Collaborates with the teacher to regularly analyze formal and informal student data. Supports the teacher to expand strategies selected for personalized instruction to be responsive to diverse cultural backgrounds and individual needs to promote student learning.	Has broad knowledge of purposes and characteristics of a wide range of student assessments. Teaches and supports the teacher to understand how the design and implementation of selected assessments impact student demonstration of knowledge, skills, and needs. Guides educators in using results of analysis and reflection on formative assessment data to guide adjustments in practice and support student learning. Collaborates with the teacher to draw conclusions about student strengths as well as academic and social needs. Supports the teacher to implement appropriate strategies for differentiation matched to student needs.	Infrequently works with educators on ways to assess student learning and skills. Infrequently uses data analysis protocols to support educators in identifying student strengths and gaps in order to plan future instruction.
Critical Attributes	• Mastery of grade level standards is improved as a result of data analysis • Strategically supports the selection of appropriate daily assessment tools that match the content, objectives, goals, and student needs • Facilitates the planning and implementation to achieve student ownership of their own data and learning	• Utilizes a wide range of student data types and protocols with educators • Collaborates with educators to select appropriate assessment tools that align to objectives and purpose of instruction • Collaborates with educators on implementing strategies to achieve student ownership of learning and data	• Focus of data analysis is on interim assessments • Initiates or discusses the selection of appropriate assessment tools • Instructs educators on strategies to achieve student ownership	• Holds data meetings but there is limited reference to student data and/or they do not result in deliverables nor do they follow a discussion protocol • Does not discuss possible assessment tools with teachers • Does not provide educators with any guidance on achieving student ownership

2D. Supports reflection and problem solving with educators	Highly Effective	Effective	Developing	Ineffective
	Systematically and intentionally integrates various observation and data collection of educator practice to inform, examine, advance, and improve teacher practice and student learning. Fosters ongoing inquiry into practice through observation-feedback and/or inquiry cycles designed to improve instruction and student outcomes through data analysis and problem solving. Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth and design and implement appropriate next steps to support improvement in practice and student learning. Skillfully uses a wide repertoire of reflective conversation skills and moves fluidly among coaching strategies to promote teacher confidence and autonomy. Effectively addresses sensitive issues and resistance. Encourages ongoing reflection, critical thinking, and risk-taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning. Changing mindsets and/or behaviors of adults is strategically planned for.	Uses a variety of formative assessment and data collection strategies to respond to the needs of teacher growth and to analyze teaching practice and how the learning needs of students are being met. Supports the teacher through observation-feedback and/or inquiry cycles to look at practice, student learning, and to problem solve and make decisions to improve student outcomes. Supports educators in developing self- and co-assessment as a habit of professional practice. Uses coaching language to facilitate positive, productive, reflective conversations and models reflective practice based on student results. Applies instructive collaborative and facilitative coaching strategies consciously to promote thinking and problem solving that advances teacher practice and student learning. Uses strategies to promote inquiry and dialogue. Promotes collaboration, risk taking, problem solving, and reflective application/demonstration of best teaching practices. Some thought has been given to how to change necessary mindsets.	Collects observation data to focus conversations on student learning to identify immediate needs and next steps for educators and coaches. Guides the teacher through observation-feedback and/or inquiry cycles to improve teaching practice. Guides the teacher to develop professional and student learning goals and assess progress in both based on collaborative analysis of formative assessment data. Guides teacher to inform self-assessment by regularly referring to evidence. Utilizes coaching language protocols. Listens attentively to respond appropriately. Engaged the teacher in collaborative problem solving. Utilizes knowledge of teacher background and experiences in support of problem solving.	Rarely collects observation data of teacher practice to use for analysis of practice and student learning. Coach asks educators questions that support reflection on practice but the outcome only occasionally leads to goal setting or next steps that can improve student outcomes.
Critical Attributes	• Educators set goals based on classroom observation and student assessment data; in turn those goals are revisited and adjusted as needed • Skillfully uses coaching language, tools and skills to facilitate and support changes in educator thinking and/or practices • Identifies causes of resistance and effectively supports educators through overcoming it	• Educators set goals based on classroom observation and/or student assessment data • Effectively uses coaching language and approaches to collaborate with educators shifting thinking and practices • Typically is able to identify causes of resistance and can sometimes support educators in overcoming it	• Educators rarely set goals based on classroom observation or student assessment data • Inconsistently uses coaching language and approaches to support changes in practice; majority of interactions with educators are instructive • Attempts to identify causes of resistance and sometimes is able to support educators in overcoming it	• Does not promote goal setting with teachers • Coaching language is inconsistent or non-existent • Is unable to identify causes of resistance

2E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Personalizes both job embedded professional development and group professional development sessions to meet the needs of educators identified through formative assessment of their practice. Integrates thorough knowledge of adult learning principles and research-based practices and strategies in ways that include purposeful opportunities for educators to build on their own background and needs. Designs and implements professional development opportunities that promotes teacher leadership, sharing with colleagues, collaboratively problem-solving and reflecting on practice. Professional development opportunities explicitly connect developing instructional excellence and student learning as well as support capacity development of school/district goals and initiatives. Provides a safe environment that encourages educators to take ownership of their own earning. Leverages resources to facilitate the educator's strategic integration of them to improve practice, personalize instruction and advance student learning.	Provides differentiated professional learning opportunities both job embedded and in separate sessions that meets developmental needs, learning styles, interests and individual professional learning goals of educators. Connects new learnings with educators' current understanding, prior knowledge, experiences, interests, needs, and purposes for learning. Makes connections between strategies and student learning transparent. Expands knowledge of teacher background and experiences to address challenges and to improve practice and student learning. Shares a variety of research-based strategies selected to meet the diverse learning needs of students. The focus of the work is on developing capacity to meet school/district goals and initiatives. Coach's efforts to engage teachers in professional learning are successful. The Coach locates resources as needed for teachers to improve student outcomes and conducts regular follow up with teachers.	Designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals. Understands adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Focuses teacher awareness of the impact of strategies on student learning. An attempt is made for differentiating for the various needs of teachers. Focus is on improving instruction but lacks explicitness in how. Coach is unsure of how to approach changing necessary mindsets or behaviors. Coach's efforts to engage teachers in professional learning are partially successful with some teachers attending. The quality of professional development is mixed and does not always meet the needs of the teachers being served. The Coach efforts to locate resources for teachers to improve student outcomes is partially successful reflecting incomplete knowledge of what is available. Follow up with teachers is irregular.	Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. Teachers decline opportunities to engage in professional learning from this Coach. The quality of the Coach's observation-feedback cycles and professional development are not appropriate to the needs of the teachers being served and are of poor quality. Coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.
Critical Attributes	• Takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities. • Teachers are highly engaged and take initiative in learning and implementing new instructional strategies. • Cultivates and models the expectation that individuals and teams participate actively in professional learning.	• Participates in planning, implementing, and monitoring team and school-wide professional learning based on district priorities. • Teachers are engaged in acquiring new instructional skills. • Models the expectation that individuals and teams participate actively in coach-facilitated professional learning. • Facilitates collaborative interaction among team members during the learning process.	• Supports implementing, and monitoring team and school-wide professional learning based on district priorities. • Teachers are sometimes engaged in acquiring new instructional skills. • Communicate an expectation that individuals and teams participate actively in coach-facilitated professional learning. • Recommends professional learning among team members.	• Minimal support in planning, implementing, and monitoring team and school-wide professional learning. • Fails to support colleagues' active engagement in professional learning. • Does not communicate expectations of collaborative interaction among team members during the learning process. • Fails to promote high quality professional learning for staff.

	• Facilitates and co-facilitates collaborative interaction among team members during the learning. • Promotes high-quality professional learning with staff, students, parents, and system leaders. • Collaborates with others to identify resources for professional learning that include staff, materials, technology, funding, and time.	• Promotes high-quality professional learning with staff, students, and system leaders. Identifies resources for professional learning that include staff, materials, technology, funding, and time.	• Promotes high-quality professional learning with staff and students. • Describes the school's resources for professional learning	• Fails to contribute to resources for professional learning

Domain 3: Professional Responsibilities				
3A. Reflects on practice	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Actively seeks constructive feedback from multiple stakeholders. Contributes to the professional growth of self and others. Uses multiple sources of feedback routinely to analyze impact of coaching practice and collaborates with coaching colleagues to accelerate teacher effectiveness and student learning. Maintains ongoing goal-based inquiries into coaching practice and reflects on a wide range of evidence to inform next steps in coaching. Coach's reflection is highly accurate and perceptive, citing specific examples from practice. Coach draws on an extensive repertoire to identifying effective ways to improve.	Elicits feedback from colleagues. Individually and collaboratively reflects on coaching practice to make ongoing improvements to ensure a high-quality program that accelerates teacher effectiveness and student learning. Utilizes evidence of coaching practices to examine and reflect on progress in goal-based inquiries with colleagues and/or program leader. Coach's reflection provides an accurate and objective description of practice, citing specific positive and areas of growth from practice.	Welcomes constructive feedback. Learns from reflecting on analysis of practice individually and with coaching colleagues. Collaborates with coaching colleagues to analyze teacher feedback to make program improvements. Develops and implements goal-based inquiries to examine and improve in coaching practice and application of coaching standards. Coach's reflection on practice is moderately accurate and objective without citing specific example.	Coach does not reflect on practice, or the reflections are inaccurate or self-serving. Does not seek or accept constructive feedback.
Critical Attributes	• Analyzes impact of coaching practice to identify strengths and improvements in coaching that lead to goal setting.	• Reflects on data to identify strengths and improvements in coaching that lead to goal setting.	• Uses limited information to identify strengths and improvements in coaching.	• Fails to use evaluation data to improve coaching.

3B. Prepares and submits reports as required	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Coach always follows established reporting requirements. Reporting is always on time and accurate. Coach frequently reflects on his/her own data from these reports to make adjustments for equity within coaching as well as addressing teacher needs.	Coach follows established reporting requirements. Reporting is complete and on time. Coach reflects on his/her own data from these reports to address teacher needs.	Coach's efforts to submit reports, are partially successful. Reports are sometimes submitted on time and sometimes are lacking in completeness or accuracy. The data from the reports is reviewed by the coach but not always used to change practices.	Coach does not follow established procedures for preparing and submitting reports. Reports are routinely late. Reports are rarely or never used to improve coaching practice.
Critical Attributes	• Always follows all reporting requirements • Frequently uses data to make adjustments in coaching practice	• Typically follows all reporting requirements • Occasionally uses data to make adjustments to coaching practice	• Inconsistent in following reporting requirements • Rarely uses data to adjust coaching practices	• Does not follow reporting requirements • Never refers to data to make adjustments to coaching practice

3C. Coordinates work with various stakeholders	Highly Effective	Effective	Developing	Ineffective
	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, families, and other partners. Advocates for equitable professional opportunities to meet teachers' needs. Coach takes leadership role in coordinating projects with instructional leaders within and/or beyond the district.	Uses knowledge of the school's policies and procedures to foster collaboration, inquiry, and reflection on practice. Advocates to build strong working relationships with a variety of stakeholders. Coach initiates efforts to collaborate with subject director and/or other Coaches.	Understands the policies and procedures of the school community. Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success. Coach responds positively to the efforts of instructional leaders and/or other Coaches.	Coach makes no effort to collaborate with instructional leaders and/or other coaches.
Critical Attributes	• Shares leadership for professional learning with others, including principal, school leadership team/SBPT, teams, and coaches, district-wide and other learning facilitators. • Facilitates, supports, and advocates for collaboration amongst applicable stakeholders.	• Shares leadership for professional learning with building leadership. • Supports and advocates for collaboration amongst applicable stakeholders.	• Limited collaboration with leadership in professional learning. • Supports collaboration amongst applicable stakeholders.	• Defers decision-making authority in professional learning to others. • Makes little or no effort to support collaboration amongst stakeholders.

3D. Engages in professional learning	Highly Effective	Effective	Developing	Ineffective
	Coach actively pursues professional development opportunities/makes a substantial contribution to the profession through such activities as participating in state or national conferences, district level professional development, and/or engaging in a professional learning community. Coach makes substantial contribution to district events/projects and assumes a leadership role with colleagues.	Coach seeks out opportunities for professional development based on an individual assessment of need. Coach participates actively in district and building events/projects and maintains positive and productive relationships with colleagues. Seeks professional learning opportunities within and outside of the program. Participates in field observations with another coach to enhance coaching skills.	Coach's participation in professional development activities is limited to those that are convenient and/or are required. Coach's relationships with colleagues are cordial and the Coach participates in district events/projects when specifically requested.	Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. Coach's relationships with colleagues are negative or self-serving, and the Coach avoids being involved in district events/projects.
Critical Attributes	• Engages actively and contributes to professional learning on-line and/or at the district, state and/or national level. • Actively contributes to and/or provides quality professional development.	• Engages actively in professional learning at the district level.	• Limited engagement in professional learning.	• Does not engage in professional learning.

3E. Demonstrates professionalism, ethics, integrity, and confidentiality	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
	Contributes to fostering a school, district, and professional culture with a high degree of resilience, integrity, and ethical conduct. Demonstrates dedication to professional learning that focuses on continuous improvement in instruction and student learning. Contributes to building a professional community and holding peers accountable to norms of respectful treatment and communication. Coach can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentially.	Coach displays high standards of ethics, honesty and integrity in interactions with colleagues and respects norms of confidentiality. Follows and supports teachers to adhere to all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities. Demonstrates understanding of coaching requirements and responsibilities. Communicates effectively and develops professional and collegial relationships with teachers and leaders.	Coach is honest in interactions with colleagues and respects norms of confidentiality. Coach displays ethical practices and integrity. Follows requirements of being a coach.	Coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.
Critical Attributes	• Creates and maintains an expectation of confidentiality for individuals and teams participating in the coaching process.	• Promotes an expectation of confidentiality for individuals and teams participating in the coaching process.	• Models an expectation of confidentiality for individuals and teams participating in the coaching process.	• Does not promote or model an expectation of confidentiality for individuals and teams participating in the coaching process.

Appendix 2: Self-Reflection Form

Component	Strengths	Areas for Growth
Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes		
A. Creates an environment of trust and respect		
B. Promotes continuous learning and improvement		
C. Communicates a shared vision of educator and student success		
D. Establishes the essential use of data for improving instructional practices and student outcomes		
Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development		
A. Promotes the implementation of rigorous instruction that meets the needs of diverse students		
B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes		
C. Embeds formative assessment and data analysis practices to support instruction and learning		
D. Supports reflection and problem solving with educators		
E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies		
Domain 3: Professional Responsibilities		
A. Reflects on practice		
B. Prepares and submits reports as required		
C. Coordinates work with various stakeholders		
D. Engages in professional development		
E. Demonstrates professionalism, integrity, and confidentiality		

Appendix 3: SMART Goal Setting Form

SMART stands for Specific, Measurable, Achievable, Realistic and Timely. Goal statements must include all elements of a SMART Goal.

District and/or Building Aligned SMART Goal: #1										
Goal Statement #1 How can I help SCSD reach our district goals?										
Rationale for Goal Why was this goal set? What evidence sources did you use to establish the need for this goal? (Examples of sources include but are not limited to: self-assessment results, system priorities, school improvement plan, student achievement data, survey data, etc.)										
Results How will you know you have obtained your goal? What data will you look at? What do you anticipate the data to say/show?										
SCSD LEAD & LEARN Domains to which the goal relates: Check one or more, as applicable		1A		1B		1C		1D		
		2A		2B		2C		2D		2E
		3A		3B		3C		3D		

Action Plan		
Strategies/Actions What needs to happen to meet this goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

End of Year Reflection and Results

District and/or Building Aligned SMART Goal #2										
Goal Statement #1 How can I help SCSD reach our district goals?										
Rationale for Goal Why was this goal set? What evidence sources did you use to establish the need for this goal? (Examples of sources include but are not limited to: self-assessment results, system priorities, school improvement plan, student achievement data, survey data, etc.)										
Results How will you know you have obtained your goal? What data will you look at? What do you anticipate the data to say/show?										
SCSD LEAD & LEARN Domains to which the goal relates: Check one or more, as applicable		1A		1B		1C		1D		
		2A		2B		2C		2D		2E
		3A		3B		3C		3D		

Action Plan		
Strategies/Actions What needs to happen to meet this goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

End of Year Reflection and Results

Personal Professional SMART Goal #3

Goal Statement #2 What do I want to change about my practices that will effectively impact student learning?	
Rationale for Goal Why was this goal set? What evidence sources did you use to establish the need for this goal? (Examples of sources include but are not limited to: self-assessment results, system priorities, school improvement plan, student achievement data, survey data, etc.)	
Results How will you know you have obtained your goal? What data will you look at? What do you anticipate the data to say/show?	

SCSD LEAD & LEARN Domains to which the goal relates: Check one or more, as applicable		1A		1B		1C		1D		
		2A		2B		2C		2D		2E
		3A		3B		3C		3D		

Action Plan

Strategies/Actions What needs to happen to meet this goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

End of Year Reflection and Results

Appendix 4: Conferencing Form

Coach/MCL Name: _____ **Title:** _____

Supervisor Name: _____ **Title:** _____

School/Location: _____ **Date:** _____

Type of Conference (Select):

Date	Type of conference
	Beginning of Year Conference
	Mid-Year Conference
	End of Year Summative Conference

Conferencing is an integral part of the **LEAD** & **LEARN** process. Supervisors should ask guiding questions that allow coaches & MCLs to review and reflect on their work in supporting teachers in a way that results in improved student outcomes. Conferencing provides supervisors and Coaches/MCLs time to develop clear expectations regarding the **LEAD** & **LEARN** performance domains and to design appropriate professional development as needed.

Use the box below to indicate which big components will be measured (for MCLs and District Level Coaches).

SCSD LEAD & LEARN Components to which the goal relates: Check one or more, as applicable		1A		1B		1C		1D		
		2A		2B		2C		2D		2E
		3A		3B		3C		3D		

Beginning of Year Conference		
Written Summary of Meeting	**Recommendations and Next Steps**	**Coach/MCL Comments**

Mid-Year Conference		
Written Summary of Meeting	**Recommendations and Next Steps**	**Coach/MCL Comments**

End of Year Conference		
Written Summary of Meeting	**Recommendations and Next Steps**	**Coach/MCL Comments**

Appendix 5: Observation Form

Only document evidence and feedback from those things observed.

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes		
COMPONENT	**EVIDENCE**	**FEEDBACK**
A. Creates an environment of trust and respect		
B. Promotes continuous learning and improvement		
C. Communicates a shared vision of educator and student success		
D. Establishes the essential use of data for improving instructional practices and student outcomes		
Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development		
COMPONENT	**EVIDENCE**	**FEEDBACK**
A. Promotes the implementation of rigorous instruction that meets the needs of diverse students		
B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes		
C. Embeds formative assessment and data analysis practices to support instruction and learning		
D. Supports reflection and problem solving with educators		
E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies		
Domain 3: Professional Responsibilities		
COMPONENT	**EVIDENCE**	**FEEDBACK**
A. Reflects on practice		
B. Prepares and submits reports as required		
C. Coordinates work with various stakeholders		
D. Engages in professional development		
E. Demonstrates professionalism, integrity, and confidentiality		

Appendix 6: Summative Assessment

This form is to be completed by the supervisor and shared with the coach at the end of the year prior to the Summative Conference.

Domain 1: Creating an environment that establishes and promotes continuous improvement for student outcomes			
COMPONENT	**SCORE**	**EVIDENCE**	**FEEDBACK**
A. Creates an environment of trust and respect			
B. Promotes continuous learning and improvement			
C. Communicates a shared vision of educator and student success			
D. Establishes the essential use of data for improving instructional practices and student outcomes			
Domain 2: Building the capacity of educators to support the improvement of student outcomes through coaching practices and providing professional development			
COMPONENT	**SCORE**	**EVIDENCE**	**FEEDBACK**
A. Promotes the implementation of rigorous instruction that meets the needs of diverse students			
B. Creates a deep understanding for the implementation of strategies that promote equitable learning opportunities to support student outcomes			
C. Embeds formative assessment and data analysis practices to support instruction and learning			
D. Supports reflection and problem solving with educators			
E. Provides differentiated professional development opportunities that considers the needs of educators as well as adult learning strategies			
Domain 3: Professional Responsibilities			
COMPONENT	**SCORE**	**EVIDENCE**	**FEEDBACK**
A. Reflects on practice			
B. Prepares and submits reports as required			
C. Coordinates work with various stakeholders			
D. Engages in professional development			
E. Demonstrates professionalism, integrity, and confidentiality			

Appendix 6: Coach Support and Assistance Support Plan

Date:

Coach Name:

Supervisor Name:

STEP 1: Set the Plan

Identify the Component(s) in need of support: Check one or more, as applicable		1A		1B		1C		1D		
		2A		2B		2C		2D		2E
		3A		3B		3C		3D		

What is/are the expected outcome(s)?		**Expected outcome by when?**
• •		
Actions and/or Supports ***(description)***	**Staff and/or Resources** ***(needed for the action step)***	**Timeline** ***(for the action/support to take place)***

How will progress/achievement be assessed and by whom?	**Timeline**

Coach Signature:	**Date:**	**Administrator Signature:**	**Date:**

STEP 2: Monitor Progress and/or Achievement of the Expected Outcome

Date of Progress/ Achievement Check	Evidence of Progress and/or Achievement	Next Steps with Timeline

STEP 3: Final Summary and Recommendations

Final Summary	Final Recommendations