



Coaching Implementation Guide

Mayerson Academy

Standard 1 Distinguished Teaching

	4	3	2	1	Score
Teaching	<p>Coach effectively demonstrates and follows a cycle of instruction – planning, teaching, assessing and re-teaching – with clear learning outcomes for each lesson demonstrated.</p> <p>Coach possesses, shares, and routinely uses effective and extensive instructional strategies/pedagogy.</p>	<p>Coach demonstrates and follows a cycle of instruction – planning, teaching, assessing and re-teaching – with learning outcomes for each lesson demonstrated.</p> <p>Coach possesses, shares, and uses instructional strategies/pedagogy.</p>	<p>Coach demonstrates a lesson but doesn't follow all parts of the cycle of instruction. Learning outcomes may not be stated.</p> <p>Coach possesses and shares some instructional strategies/pedagogy.</p>	<p>Coach does not demonstrate lessons for teachers.</p> <p>Coach possesses minimal instructional strategies/pedagogy.</p>	
Knowledge of Content, Pedagogy, Curriculum	<p>Coach clearly and accurately communicates up-to-date content knowledge and curriculum expectations.</p> <p>Coach has rich and vast knowledge and skills in a content area and suggests standards-based instructional strategies for teacher practice.</p>	<p>Coach accurately communicates content knowledge and curriculum expectations.</p> <p>Coach has knowledge and skills in a content area and suggests standards-based instructional strategies for teacher practice.</p>	<p>Coach communicates content knowledge and curriculum expectations.</p> <p>Coach has incomplete knowledge and skills in a content area and suggests standards-based instructional strategies for teacher practice.</p>	<p>Coach communicates little or nothing about content knowledge and curriculum expectations.</p> <p>Coach has minimal knowledge and skills in a content area or standards-based instructional strategies.</p>	
Assessments and Standards	<p>Coach regularly meets with content area teacher(s) to communicate clearly and expertly assist in developing and using, assessment criteria that are aligned with the standards-based instructional objectives and include the task-specific criteria for various performance levels.</p>	<p>Coach meets with content area teacher(s) to communicate clearly and assist in developing and using assessment criteria that are aligned with the standards-based instructional objectives and include criteria for various performance levels.</p>	<p>Coach meets with content area teacher(s) to communicate and inadequately assist in developing assessment criteria that are aligned with instructional objectives and sometimes include criteria for some performance levels.</p>	<p>Coach rarely meets with content area teacher(s) and does not communicate or does not assist in aligning assessment criteria to instructional objectives.</p>	

Standard 2 Building Relationships

	4	3	2	1	Score
Communication	Coach develops a positive rapport by listening to and learning about the needs and concerns of staff and consistently responding in a manner that creates trust, communicates respect, and is nonjudgmental in nature.	Coach develops a rapport by listening to and learning about the needs or concerns of staff and responding in a manner that creates trust, communicates respect, and is nonjudgmental in nature.	Coach sometimes listens to and learns about the needs or concerns of staff and may respond in a manner that creates trust, communicates respect, and is nonjudgmental in nature.	Coach may or may not listen to and learn about the needs or concerns of staff and seldom responds in a manner that creates trust, communicates respect, and is nonjudgmental in nature.	
	Coach consistently performs as a coach and knows how it differs from being an evaluator.	Coach knows what it means to be a coach and how it differs from being an evaluator.	Coach may or may not know what it means to be a coach and how it differs from being an evaluator.	Coach does not know what it means to be a coach and how it differs from being an evaluator.	
	Coach responds promptly to requests for assistance from teachers and school leaders.	Coach usually responds in a timely manner to requests for assistance from teachers and school leaders.	Coach inconsistently responds to requests for assistance from teachers and school leaders.	Coach responds slowly or does not respond to requests for assistance from teachers and school leaders.	
Administration	Coach effectively and routinely facilitates discussion between and among IST and teachers on significant issues related to building and instruction.	Coach facilitates discussion between and among IST and teachers on issues related to building and instruction.	Coach inconsistently facilitates discussion between and among IST and teachers on issues related to building and instruction.	Coach seldom facilitates discussion between and among IST and teachers on issues related to building and instruction.	
Adult Learning	Coach effectively applies concepts of adult learning and motivation in order to meet the needs of school staff who are in various stages of their careers.	Coach applies concepts of adult learning and motivation to try to meet the needs of school staff who are in various stages of their careers.	Coach applies minimal concepts of adult learning and motivation to try to meet the needs of school staff who are in various stages of their careers.	Coach rarely applies concepts of adult learning and motivation and those that are applied are ineffective.	
	Coach demonstrates an understanding of the school culture and students, as well as the stresses and dilemmas teachers must confront, but continues to work together to see the bigger picture for meeting goals and making positive growth.	Coach demonstrates an understanding of the school culture and students, as well as the stresses and dilemmas teachers must confront, and acknowledges those challenges.	Coach demonstrates an understanding of the school culture and students.	Coach rarely demonstrates an understanding of the school culture nor students, nor the stresses and dilemmas teachers must confront.	
	Coach always demonstrates the positive and has high expectations for students' and teachers' learning.	Coach demonstrates the positive and has high expectations for students' and teachers' learning.	Coach demonstrates the positive or has high expectations for students' and teachers' learning.	Coach seldom demonstrates the positive or has high expectations for students' and teachers' learning.	

Standard 3 Coaching for Quality Instruction

	4	3	2	1	Score
Planning	Coach routinely and expertly helps teachers analyze trends in content area achievement and benchmark tests and assists teachers in using the data for instructional purposes.	Coach helps teachers analyze trends in content area achievement and benchmark tests and assists teachers in using the data for instructional purposes.	Coach attempts to help teachers analyze trends in content area achievement and benchmark tests but doesn't help teachers understand how to use the data.	Coach is not able to help teachers analyze trends in content area achievement and benchmark tests.	
	Coach routinely and expertly uses appropriate coaching approaches and activities to assist teachers in developing challenging, rigorous, standards-based instructional experiences to improve student achievement and to spur student interest in more complex learning.	Coach uses coaching approaches and activities to assist teachers in developing challenging, rigorous, standards-based instructional experiences to improve student achievement and to spur student interest in more complex learning.	Coach uses coaching approaches and activities to assist teachers in developing standards-based instructional experiences to improve student achievement and to spur student interest in more complex learning.	Coach is not aware of coaching approaches and/or uses inappropriate coaching activities to assist teachers in developing challenging standards-based instructional experiences to improve student achievement and to spur student interest in more complex learning.	
	Coach routinely assists teachers in the analysis and selection of instructional resources and materials that link to multiple ability and multicultural perspectives and connect to students' backgrounds, interests, and proficiency levels.	Coach provides assistance to teachers in the analysis and selection of instructional resources and materials that link to multiple ability and multicultural perspectives and connect to students' backgrounds, interests, and proficiency levels.	Coach sometimes assists teachers in the analysis and selection of instructional resources and materials that link to multiple ability and multicultural perspectives and connect to students' backgrounds, interests, and proficiency levels.	Coach seldom assists teachers in the analysis and selection of instructional resources and materials that link to multiple ability and multicultural perspectives and connect to students' backgrounds, interests, and proficiency levels.	
Teaching	Coach routinely and effectively determines which strategies are best used with the content being taught and chooses the most effective coaching approach to use to communicate those for a given teaching situation.	Coach determines which strategies are best used with the content being taught and chooses an appropriate coaching approach to use to communicate those for a given teaching situation.	Coach tries to determine which strategies are best used with the content being taught and communicate those for a given teaching situation.	Coach is unable to effectively communicate strategies that should be used in a given teaching situation.	
Monitoring	Coach always helps teachers understand that purposeful visits are not threatening but rather a tool to spark discussion about instructional issues. Follow- up conversations routinely take place.	Coach helps teachers understand that purposeful visits are not threatening but rather a tool to spark discussion about instructional issues. Follow –up conversations take place.	Coach inconsistently helps teachers understand that purposeful visits are not threatening but rather a tool to spark discussion about instructional issues. Follow- up conversations rarely occur.	Coach seldom helps teachers understand that purposeful visits are not threatening but rather a tool to spark discussion about instructional issues. Follow- up conversations do not occur.	

Standard 3 Coaching for Quality Instruction

	4	3	2	1	
	Coach routinely and effectively engages in reflective dialogue with teachers following the coaching protocol.	Coach engages in reflective dialogue with teachers.	Coach inconsistently and / or ineffectively engages in reflective dialogue with teachers.	Coach rarely and / or ineffectively engages in reflective dialogue with teachers.	
Assessing	Coach regularly attends scheduled meetings with content area teachers during which teachers examine student work and monitor/evaluate their success with instructional strategies.	Coach attends meetings with content area teachers during which teachers examine student work and monitor/evaluate their success with instructional strategies.	Coach sometimes attends meetings with content area teachers during which teachers examine student work and monitor/ evaluate their success with instructional strategies.	Coach rarely or never attends meetings with content area teachers during which teachers examine student work and monitor/evaluate their success with instructional strategies.	
	Coach effectively helps teachers use the analysis of various assessment results to track and determine which content and/or thinking strategies will move students to a higher level.	Coach adequately helps teachers use the analysis of various assessment results to track and determine which content and/or thinking strategies will move students to a higher level.	Coach inconsistently helps teachers use the analysis of various assessment results to track or determine which content or thinking strategies will move students to a higher level.	Coach is not able to help teachers use the analysis of various assessment results to track or determine which content and/or thinking strategies will move students to a higher level.	
Research	Coach links teachers to appropriate evidence-based practices and/or resources to be used by teachers in their classrooms.	Coach links teachers to evidence-based practices or resources to be used by teachers in their classrooms.	Coach sometimes links teachers to practices or resources to be used by teachers in their classrooms.	Coach is not able to link teachers to practices or resources.	

Standard 4 Responsibility for Goals

	4	3	2	1	Score
Needs	Coach is integral partner in helping schools prioritize their needs based on data from audits, district report card, and school improvement action plans. Coach expertly helps guide the development and implementation of the OnePlan and School Improvement Action Plan goals.	Coach is included in helping schools prioritize their needs using data from audits, district report card, and school improvement action plans. Coach helps guide the development and implementation of the OnePlan and School Improvement Action Plan goals	Coach is called upon occasionally to assist in helping schools prioritize their needs using data from audits, district report card, and school improvement action plans. Coach helps with the implementation of the OnePlan and School Improvement Action Plan goals.	Coach does not take part in helping schools prioritize their needs nor help guide the development and implementation of the OnePlan and School Improvement Action Plan goals.	
Monitoring	Coach regularly and effectively uses various monitoring tools when working with teachers and leadership to ensure progress in meeting OnePlan activities and goals and implementing district initiatives.	Coach appropriately uses monitoring tools when working with teachers to ensure progress in meeting OnePlan goals and implementing district initiatives.	Coach inconsistently uses monitoring tools when working with teachers to determine progress in meeting OnePlan goals or district initiatives.	Coach seldom uses or inappropriately uses monitoring tools when working with teachers.	
Supporting	Coach regularly uses data sources and discusses situations with IST members, seeking their suggestions in providing needed support to teachers.	Coach uses data sources and seeks suggestions from IST members in providing needed support to teachers.	Coach seeks suggestions from IST members in offering support to teachers to improve teaching practices. Coach sometimes uses data sources.	Coach rarely uses data sources or seeks suggestions from IST members in offering support to teachers to improve teaching practices.	
Evaluating	Coach routinely and accurately reviews and summarizes formative and summative achievement data for schools, classroom groups and individual students.	Coach reviews and summarizes formative and summative achievement data for schools, classroom groups and individual students.	Coach reviews and summarizes formative and/or summative achievement results for schools, classroom groups and/or individual students.	Coach rarely reviews or summarizes formative or summative achievement results for schools, classroom groups or individual students.	
	School makes AYP by meeting all targets.	School makes AYP by a combination of meeting targets and/or safe harbor.	OAT / OGT scores remain flat increasing no more than two percentage points.	OAT / OGT scores remain the same or scores decrease.	

Standard 5 Professionalism

	4	3	2	1	Score
Professional Knowledge and Skills	Coach regularly attends professional seminars, conventions, and other training in order to receive instruction on evidence-based strategies. Coach uses the knowledge when working with teachers.	Coach attends professional seminars, conventions, and other training in order to receive instruction on evidence-based strategies. Coach shares the knowledge when working with teachers.	Coach seldom attends professional seminars, conventions, and other training in order to receive instruction on evidence-based strategies. Coach rarely shares information with teachers.	Coach rarely attends professional seminars, conventions, and other training in order to receive instruction on evidence-based strategies.	
	Coach stays current with, promotes, uses, and understands professional literature and latest research. Coach routinely examines best practices and curriculum materials by discussing these within a collegial forum.	Coach is aware of professional literature and latest research. Coach examines best practices and curriculum materials by discussing these with colleagues.	Coach occasionally learns about professional literature and latest research. Coach occasionally examines best practices and curriculum materials by discussing these with colleagues.	Coach is unaware of professional literature and latest research. Coach seldom examines best practices and curriculum materials.	
Professional Behavior	Coach is always courteous and always presents a professional demeanor and appearance.	Coach is courteous and presents a professional demeanor and appearance.	Coach is mostly courteous and usually presents a professional demeanor and appearance.	Coach may or may not be courteous and does not always present a professional demeanor or appearance.	
	Coach understands and always respects issues of confidentiality for students, teachers, classroom, leadership, and school.	Coach understands and respects issues of confidentiality for students, teachers, classroom, leadership, and school.	Coach may inadequately understand or respect issues of confidentiality for students, teachers, classroom, leadership, and school.	Coach may not understand or respect issues of confidentiality for students, teachers, classroom, leadership, and school.	
Professional Communication	Coach provides evidence of and maintains up-to-date logs, and keeps track of coaching progress towards meeting goals of all schools and teachers on an on-going basis.	Coach provides evidence of and maintains up-to-date logs, and keeps track of coaching progress towards meeting goals of most schools and teachers.	Coach provides evidence of and maintains logs, and keeps track of coaching progress towards meeting goals of some schools and teachers.	Coach may not maintain up-to-date logs, or keep track of coaching progress towards meeting goals of a few schools.	
	Coach regularly and effectively communicates with IST team and actively participates in role-alike and team meetings.	Coach communicates with IST team and participates in role-alike and team meetings.	Coach communicates with IST team and attends role-alike and team meetings.	Coach communicates with IST team only during team meetings and does not participate in role-alike meetings.	
	Coach clearly, effectively, and accurately communicates in oral and written language.	Coach clearly and accurately communicates in oral and written language.	Coach accurately communicates in oral and written language.	Coach does not accurately communicate in oral or written language.	