

Twin Falls Framework for Instructional Coach/Consulting Teacher

Domain 1 for Instructional Coach/Consulting Teacher: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Instructional Practice and Pedagogy	The Coach makes content errors or does not correct errors made by colleagues. Coach displays little understanding of prerequisite knowledge important to student learning of the content. Coach displays little or no understanding of the range of pedagogical approaches.	The Coach is familiar with the important concepts in the practice but displays lack of awareness of how these concepts relate to one another. Coach indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Plans and practice reflect a limited range of pedagogical approaches to the practice.	The Coach displays solid knowledge of the important concepts in the practice and how these relate to one another. Coach demonstrates accurate understanding of prerequisite relationships among topics. Coach's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the practice.	The Coach displays extensive knowledge of the important concepts in the practice and how these relate to one another and to other practices. Coach demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure understanding. Practices reflect familiarity with a wide range of effective pedagogical approaches and the ability to anticipate misconceptions.
Critical Attributes Coach...	<ul style="list-style-type: none"> ● <i>Makes content errors</i> ● <i>Does not consider prerequisite relationships when planning</i> ● <i>Uses inappropriate strategies for the practice</i> 	<ul style="list-style-type: none"> ● <i>Understanding of the practice is rudimentary</i> ● <i>Knowledge of prerequisite relationships is inaccurate or incomplete</i> ● <i>Uses limited instructional strategies, and some are not suitable to the content</i> 	<ul style="list-style-type: none"> ● <i>Can identify important concepts of the practice and their relationships to one another</i> ● <i>Provides clear explanations of the content</i> ● <i>Answers questions accurately and provides feedback that furthers learning</i> ● <i>Instructional strategies in plans and practice are entirely suitable to the content</i> 	<ul style="list-style-type: none"> ● <i>Cites intra- and interdisciplinary content relationships</i> ● <i>Plans demonstrate awareness of possible misconceptions and how they can be addressed</i> ● <i>Plans reflect recent developments in content-related pedagogy</i>

Guiding Question: What are the key concepts and their relationship to the session to be observed and the overall plan within which it falls?

Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Colleagues and Adult Learners	The Coach displays minimal understanding of how adults learn—and little knowledge of their varied approaches to learning, knowledge and skills—and does not indicate that type of knowledge is valuable.	The Coach displays generally accurate knowledge of how adults learn and of their varied approaches to learning, knowledge and skills. Individual learning characteristics may not be addressed.	The Coach understands the nature of adult learning, and attains information about levels of expertise. Coach also purposefully acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills.	The Coach understands the nature of adult learning and acquires information about levels of expertise. Coach systematically acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills.
Critical Attributes Coach...	<ul style="list-style-type: none"> • Does not understand the adult learner and has unrealistic expectations for them • Does not try to ascertain varied ability levels among teachers 	<ul style="list-style-type: none"> • Is aware of but does not employ adult learning strategies • Is aware of the different learning styles, but doesn't make use of this knowledge 	<ul style="list-style-type: none"> • Employs adult learning strategies • Has a good idea of the range of interests of teachers and appropriately groups them for instructional purposes • Is aware of the special needs represented by those in the class 	<ul style="list-style-type: none"> • Uses ongoing methods to assess skill levels and designs instruction accordingly • Seeks out information from all teachers about their background • Maintains a system of updated records and utilizes this information when planning
Guiding Question: How did your awareness of teachers' interests/needs, prior knowledge, culture, and experiences impact your planning?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Goals/Objectives for Professional Development	The goals represent low expectations for important learning in the practice. They are stated as learning activities, rather than as goals.	Goals represent moderately high expectations and rigor. Some reflect important learning in the practice and consist of a combination of outcomes and activities. Goals based on global assessments of learning are suitable for most teachers.	Most goals represent rigorous and important learning in the practice and are clear. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated for teachers.	All goals represent high-level learning in the practice. They are clear and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated for teachers.
Critical Attributes	<ul style="list-style-type: none"> ● Goals lack rigor. ● Goals do not represent important learning in the practice. ● Goals are not clear or are stated as activities. ● Goals are not suitable for many teachers. 	<ul style="list-style-type: none"> ● Goals represent a mixture of low expectations and rigor. ● Some goals reflect important learning in the practice. ● Goals are suitable for most of the teachers. 	<ul style="list-style-type: none"> ● Goals represent high expectations and rigor. ● Goals are related to “big ideas” of the practice. ● Goals are written in terms of what teachers will learn rather than do. ● Goals represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. ● Goals, differentiated where necessary, are suitable to groups of teachers. 	<ul style="list-style-type: none"> ● Coach’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. ● Coach connects goals to previous and future learning. ● Goals are differentiated to encourage individuals to take educational risks.
Guiding Question: How did you develop teacher learning outcomes to meet the varying needs of your teachers?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
1d: Designing Coherent Instruction with Appropriate Resources	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage in active intellectual activity, and have unrealistic time allocations. The Coach is unaware of resources to assist in learning and expanding his/her own professional skill.	Some of the learning activities and materials are aligned with the instructional outcomes but with no differentiation for learners. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable. The Coach displays some awareness of resources to assist in learning and for extending one's professional skill but does not seek to expand this knowledge.	Most of the learning activities are aligned with the instructional outcomes. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups. The Coach displays awareness of resources to assist in learning and for extending one's professional skill, and seeks out such resources.	The sequence of learning activities allows a coherent sequence, is aligned to instructional goals, and is designed to engage the learner in high-level cognitive activity. These are appropriately differentiated. The Coach's knowledge of resources to assist in learning and for extending one's professional skill is extensive through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> ● Learning activities and materials are poorly aligned. ● Although aware of some teacher needs, Coach does not inquire about possible resource to meet those needs. ● Coach does not seek out resources available to expand his/her own skill. 	<ul style="list-style-type: none"> ● Coach aligns some activities and materials, but does not take the teachers' needs into account. ● Lesson structure is uneven or may be unrealistic about time expectations. ● Coach locates materials and resources beyond those readily available. ● Coach participates in district professional development. 	<ul style="list-style-type: none"> ● Learning activities are matched to instructional outcomes. ● Resources are multidisciplinary and cognitively challenging. ● Coach displays awareness of resources to assist in learning. ● Coach expands his/her knowledge through professional learning groups and organizations. 	<ul style="list-style-type: none"> ● Learning activities are sequenced, aligned and engaging. ● Learning activities connect to other practices and allow for teacher choice. ● Coach facilitates teacher contact with resources outside the classroom. ● Coach expands his/her knowledge beyond professional learning groups and organizations to include universities and the Internet.

Guiding Questions: What activities, assignments, and resources were developed and utilized that emphasize thinking and problem-based learning, permit teacher choice and initiative, and encourage depth rather than breadth? How did you determine and expand your knowledge of resources that facilitated teachers' knowledge?

Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing an Evaluative Plan for Programs (ie. Achieve, PBIS, Write Tools, LMS, WIDA, Co-teaching, etc.)	Coach has not planned to formatively assess and/or evaluate the effectiveness of the programs.	Coach has a rudimentary plan to formatively assess and/or evaluate the effectiveness of the programs.	Coach's plan to formatively assess and/or evaluate is organized around clear goals and a collection of evidence.	Coach's plan to formatively assess and/or evaluate the programs is highly sophisticated, with sources of evidence and a clear path toward improving the programs on an ongoing basis.
Critical Attributes	<ul style="list-style-type: none"> • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. 	<ul style="list-style-type: none"> • Assessment criteria are clearly written. • Plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> • Assessments are authentic, with real-world application as appropriate. • Teachers are actively involved in collecting information from formative assessments and provide input.

Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future program planning?

Evidence:

Domain 2 for Instructional Coach/Consulting Teacher: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of interactions between Coach and teachers are mostly negative, inappropriate, or insensitive. Coach does not support collaborative interactions between teachers.	Patterns of interactions between Coach and teachers are generally appropriate but may reflect occasional inconsistencies, and favoritism. Coach attempts to respond to unprofessional behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Interactions are friendly and demonstrate general caring and respect. Interactions among teachers are generally professional. Coach responds successfully to unprofessional behavior. The net result of the interactions is polite, respectful, and businesslike, though teachers may be somewhat cautious about taking instructional risks.	Interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to individuals. Teachers exhibit respect for the Coach and contribute to high levels of civility among all members. The net result is an environment where all teachers feel valued and are comfortable taking instructional risks.
Critical Attributes	<ul style="list-style-type: none"> ● <i>The Coach is disrespectful or insensitive towards teachers.</i> ● <i>Teachers' body language indicates feelings of discomfort, or insecurity.</i> 	<ul style="list-style-type: none"> ● <i>The quality of interactions between Coach and teachers is uneven, with occasional disrespect or insensitivity.</i> ● <i>Coach attempts to make connections with individual teachers, but reactions indicate that these attempts are not entirely successful.</i> 	<ul style="list-style-type: none"> ● <i>Talk between Coach and teachers are uniformly respectful.</i> ● <i>Teachers may be somewhat hesitant to offer their ideas in front of others.</i> ● <i>Coach makes general connections with individuals.</i> ● <i>Teachers exhibit respect for the Coach.</i> 	<ul style="list-style-type: none"> ● <i>Coach demonstrates knowledge and caring about individual teachers.</i> ● <i>When necessary, teachers respectfully correct one another.</i> ● <i>There is participation without fear of put-downs or ridicule from either the Coach or the teachers.</i> ● <i>Coach respects and encourages teachers' efforts.</i>

Guiding Questions: How do you create an environment of respect and rapport? How do you ensure that interactions are respectful?

Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Ongoing Instructional Improvement	The learning environment is characterized by a lack of commitment to learning, and/or little or no investment of energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for achievement are the norm.	The learning environment is characterized by little commitment to learning. Teachers indicate that they are interested in the completion of a task rather than the quality of the work.	The learning environment is a place where learning is valued by all, with high expectations for both learning and hard work. Teachers understand their role as learners and consistently expend effort to learn.	There is a shared belief in the importance of learning. The specialist conveys high expectations for learning by all teachers and encourages hard work. Teachers assume responsibility for high quality results.
Critical Attributes	<ul style="list-style-type: none"> ● Coach conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. ● Conveys to at least some teachers that the work is too challenging for them. ● Teachers exhibit little or no pride in their work. 	<ul style="list-style-type: none"> ● Coach's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work. ● Conveys high expectations for only some teachers. ● Teachers exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path." ● Coach's primary concern appears to be to complete the task at hand. 	<ul style="list-style-type: none"> ● Coach communicates the importance of the content and the conviction that with hard work all can master the material. ● Demonstrates a high regard for teachers' abilities. ● Conveys an expectation of high levels of effort. ● Teachers expend good effort to complete work of high quality. 	<ul style="list-style-type: none"> ● Coach communicates passion for the subject. ● Coach conveys the satisfaction that accompanies a deep understanding of complex content. ● Teachers indicate a desire to understand the content through their questions and comments, assist their colleagues in understanding the content, and take initiative in improving the quality of their work.
Guiding Question: How do you develop a culture of high expectations for learning that promotes and results in high levels of teacher effort?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Procedures and Physical Space	Much instructional time is lost due to inefficient routines and procedures. There is little or no evidence of managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that teachers know or follow established routines. The physical space is not conducive to learning.	Some instructional time is lost due to only partially effective routines and procedures. Management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, teachers follow established routines. The specialist attempts to make the physical space conducive to learning.	There is little loss of instructional time due to effective routines and procedures. Management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, teachers follow established routines. The physical space allows for equal access for learning activities.	Instructional time is maximized due to efficient and seamless routines and procedures. Teachers take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by teachers. The physical space is accessible to all. Effective use of physical resources allows for optimal learning.
Critical Attributes	<ul style="list-style-type: none"> ● Teachers not working with specialist are not productively engaged. ● Transitions are disorganized, with much loss of instructional time. ● There do not appear to be any established procedures for distributing and collecting materials. ● A considerable amount of time is spent off task due to unclear procedures and no prior planning for accessing the physical space. 	<ul style="list-style-type: none"> ● Teachers not working directly with specialist are only partially engaged. ● Procedures for transitions seem to have been established, but their operation is not smooth. ● There appear to be established routines for distribution and collection of materials, but teachers are confused about how to carry them out. ● Routines function unevenly and it is apparent that little consideration was given to utilization of the physical space. . 	<ul style="list-style-type: none"> ● Teachers are productively engaged during small-group or independent work. ● Transitions between large- and small-group activities are smooth. ● Routines for distribution and collection of materials and supplies work efficiently. ● Routines function smoothly and the physical space is aligned for learning. 	<ul style="list-style-type: none"> ● With minimal prompting by the Coach, teachers ensure that their time is used productively. ● Teachers take initiative in distributing and collecting materials efficiently. ● Teachers themselves ensure that transitions and other routines are accomplished smoothly. ● Routines function well and the physical space is aligned for optimal learning.
<p>Guiding Questions: How do you establish and promote routines and procedures that maximize time for teacher learning? How do you manage the physical space available to you to promote teacher learning?</p> <p>Evidence:</p>				

	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Behavior and Expectations	No established standards of conduct. appear to be in place. There is little or no monitoring of negative interactions and response to them is repressive or disrespectful.	Standards of conduct appear to have been established, but their implementation is inconsistent. Coach tries, with uneven results, to monitor negative interactions and respond to unprofessionalism.	Behavior is generally appropriate. Coach monitors behavior against established standards of conduct. Response to unprofessionalism is consistent, proportionate, and respectful.	Behavior is entirely appropriate. Teachers take an active role in monitoring their own behavior and that of others. Monitoring of behavior is subtle and preventive. Response to unprofessionalism is sensitive to individual needs and respects dignity.
Critical Attributes	<ul style="list-style-type: none"> • <i>The environment is chaotic, with no standards of conduct evident.</i> • <i>Coach does not monitor interactions among teachers.</i> • <i>Some teachers disrupt the room, without apparent his/her awareness or with an ineffective response.</i> 	<ul style="list-style-type: none"> • <i>Coach attempts to maintain order in the room, referring to norms, but with uneven success.</i> • <i>Attempts to keep track of negative interactions, but with no apparent system.</i> • <i>Response to negative interactions is inconsistent; sometimes harsh, other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established and implemented successfully.</i> • <i>Overall, behavior is generally appropriate.</i> • <i>Coach frequently monitors negative interactions.</i> • <i>Response to negative interactions is effective.</i> 	<ul style="list-style-type: none"> • <i>Coach silently and subtly monitors behavior.</i> • <i>Teacher interaction is entirely appropriate; any misbehavior is minor and swiftly handled.</i> • <i>Teachers respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct.</i>

Guiding Question: What teacher behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?

Evidence:

Domain 3 for Instructional Coach/Consulting Teacher: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Staff (Professional Development)	The Coach's explanation of the content contains major errors and does not include any explanation of strategies that teachers might use. The instructional purpose of the lesson or professional learning activity is unclear, and the directions and procedures are confusing. Coach's spoken or written language contains errors of grammar or syntax.	The Coach's attempt to explain the instructional purpose of the lesson or professional learning activity has only limited success, and/or directions and procedures must be clarified after initial confusion. The explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The explanation does not invite teachers to engage intellectually or to understand strategies they might use when working independently. Coach's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the teachers' needs or content.	The Coach clearly communicates the instructional purpose of the lesson or professional learning activity and, if appropriate, both directions and procedures are modeled. The explanation of content is both accurate and clear and connects with teachers' needs inviting participation and intellectual engagement. Coach's spoken and written language is clear and correct and is suitable to the teachers' needs.	The Coach links the instructional purpose of the lesson or professional learning activity to the larger curriculum; the directions and procedures are clear and anticipate possible misunderstandings. Coach's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with teachers' needs. Teachers contribute to extending the content through collaboration with peers. Coach's spoken and written language is expressive and content enhancing.
Critical Attributes	<ul style="list-style-type: none"> ● <i>At no time during the lesson does the Coach convey what will be learned.</i> ● <i>Teachers indicate through their questions that they are confused about the task.</i> ● <i>Makes a serious content error that will affect understanding of the lesson.</i> ● <i>Teachers indicate through body language or questions that they don't understand the content being presented.</i> ● <i>Communications include errors of vocabulary, usage or imprecise use of academic language.</i> ● <i>Vocabulary is inappropriate.</i> 	<ul style="list-style-type: none"> ● <i>Coach provides little elaboration or explanation about what will be learned.</i> ● <i>Coach must clarify the learning task so teachers can complete it.</i> ● <i>Makes no serious content errors but may make minor ones.</i> ● <i>Explanation of the content consists of a monologue, with minimal participation or intellectual engagement.</i> ● <i>Explanations of content are purely procedural, with no indication of how teachers can think strategically.</i> ● <i>Vocabulary and usage are correct but unimaginative.</i> ● <i>When he/she attempts to explain academic vocabulary, the effort is only partially successful.</i> ● <i>Vocabulary is too advanced, or too juvenile.</i> 	<ul style="list-style-type: none"> ● <i>Coach states clearly what the teachers will be learning.</i> ● <i>If appropriate, he/she models the process to be followed in the task.</i> ● <i>Teachers engage with the learning task, indicating understanding.</i> ● <i>Makes no content errors.</i> ● <i>Coach's explanation of content is clear and invites participation and thinking.</i> ● <i>Describes specific strategies teachers might use, inviting them to interpret the strategies in the context of what they're learning.</i> ● <i>Vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</i> ● <i>Vocabulary is appropriate.</i> 	<ul style="list-style-type: none"> ● <i>Teachers are able to explain what they are learning and where it fits into the larger curriculum context.</i> ● <i>Coach explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</i> ● <i>Points out possible areas for misunderstanding.</i> ● <i>Invites teachers to explain the content to their peers.</i> ● <i>Teachers suggest other strategies they might use in approaching a challenge or analysis.</i> ● <i>Uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the practice.</i> ● <i>Teachers use academic language correctly.</i>
<p>Guiding Question: <i>How were the learning targets clearly stated, vocabulary appropriately used, and how was the teacher's background knowledge connected to the new concepts?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	Interaction between Coach and teachers is predominantly recitation-style, with him/her mediating all questions and answers; accepting all contributions without asking teachers to justify their reasoning. Only a few participate in the discussion.	The Coach attempts to ask some questions designed to engage teachers in thinking, but only a few are involved. Coach attempts to engage all in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The Coach creates a genuine discussion among teachers, providing adequate time for responding and stepping aside when appropriate. Coach challenges teachers to justify their thinking and successfully engages most in the discussion, employing a range of strategies to ensure that most are heard.	The Coach ensures that all voices are heard through varied small group discussions and/or individual or small group question/response activities. Teachers formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
Critical Attributes	<ul style="list-style-type: none"> ● Questions are rapid-fire and convergent, with a single correct answer. ● Questions do not invite thinking. ● All discussion is between Coach and teachers; teachers are not invited to speak directly to one another. ● Does not ask teachers to explain their thinking. ● A very few teachers dominate the discussion. 	<ul style="list-style-type: none"> ● Coach frames some questions designed to promote thinking, but many have a single correct answer, and he/she calls on teachers quickly. ● invites teachers to respond directly to one another's ideas, but few respond. ● Calls on many teachers, but only a small number actually participate in the discussion. ● Asks teachers to justify their reasoning, but only some attempt to do so. 	<ul style="list-style-type: none"> ● Coach uses open-ended questions, inviting teachers to think and/or offer multiple possible answers. ● Makes effective use of wait time. ● Discussions enable teachers to talk to one another without ongoing mediation by him/her. ● Calls on most teachers, even those who don't initially volunteer. ● Many teachers actively engage in the discussion. ● Asks teachers to explain their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> ● Teachers initiate higher-order questions. ● Coach builds on and uses teacher responses to questions in order to deepen understanding. ● Teachers extend the discussion, enriching it. ● Teachers invite comments from their cohorts during a discussion and challenge one another's thinking. ● Virtually all teachers are engaged in the discussion.
Guiding Question: How was teacher engagement facilitated through the use of questioning that promoted teacher interaction and discussion?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging in Learning	The learning tasks/activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking for teachers and little opportunity for them to explain their thinking, allowing most to be passive or merely compliant. The groupings are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the time needed to be intellectually engaged or may be so slow that many have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge thinking, inviting teachers to make their thinking visible. This technique results in active intellectual engagement by most with important and challenging content. Scaffolding is evident to support engagement. The groupings are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most teachers the time needed to be intellectually engaged.	Virtually all teachers are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Coach provides suitable scaffolding and challenges teachers to explain their thinking. There is evidence of some initiation of inquiry and contributions to the exploration of important content. Teachers may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> • Few teachers are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Only one type of instructional group is used (whole group, small groups) when variety would promote more engagement. • Instructional materials used are unsuitable to the lesson and/or the teachers. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • Some teachers are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Engagement with the content is largely passive, the learning consisting primarily of facts or procedures. • The instructional groupings used are moderately appropriate to the activities. • Few of the materials and resources require thinking or ask teachers to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most teachers are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Teachers are invited to explain their thinking as part of completing tasks. • The groupings are suitable to the lesson activities. • Materials and resources require intellectual engagement, as appropriate. • The pacing of the lesson provides for the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all teachers are intellectually engaged in the lesson. • Lesson activities require high-level thinking and explanations of thinking. • Teachers take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Teachers have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Guiding Question: How were teachers intellectually engaged in well-designed, scaffolded learning tasks that promoted higher order thinking?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	Teachers do not appear to be aware of the assessment criteria, and there is little or no monitoring of learning; feedback is absent or of poor quality. Teachers do not engage in self- or peer assessment.	Teachers appear to be only partially aware of the assessment criteria, and Coach monitors learning for the group as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to teachers is general, and few teachers assess their own work.	Teachers appear to be aware of the assessment criteria, and Coach monitors learning for groups of teachers. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups is accurate and specific; some teachers engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Teachers appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individuals and/or adult teachers. A variety of forms of feedback, from both Coach and peers, is accurate and specific and advances learning. Teachers self-assess and monitor their own progress. Coach successfully differentiates instruction to address individuals' misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> ● Coach gives no indication of what high-quality work looks like. ● Coach makes no effort to determine whether teachers understand. ● Teachers receive no feedback, or feedback is global, or directed to only one. ● Coach does not ask teachers to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> ● There is little evidence that the teachers understand how their work will be evaluated. ● Coach monitors understanding through a single method, or without eliciting evidence of understanding. ● Feedback to teachers is vague and not oriented toward future improvement of work. ● Coach makes only minor attempts to engage teachers in self or peers assessment. 	<ul style="list-style-type: none"> ● Coach makes the standards of high-quality work clear. ● Coach elicits evidence of understanding. ● Teachers are invited to assess their own work and make improvements; most of them do so. ● Feedback includes specific and timely guidance at least for groups of teachers. 	<ul style="list-style-type: none"> ● Teachers indicate that they clearly understand the characteristics of high-quality work, and there is evidence that they have helped establish the evaluation criteria. ● Coach is constantly "taking the pulse" of the class; monitoring of teacher understanding is sophisticated and continuous and makes use of strategies to elicit information about individual understanding. ● Teachers monitor their own understanding, either on their own initiative or as a result of tasks set by him/her. ● High-quality feedback comes from many sources, including teachers; it is specific and focused on improvement.
Guiding Question: How was teacher assessment used to provide feedback, monitor learning, and guide future planning?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	Coach adheres rigidly to an instruction plan in spite of evidence of poor understanding. Coach ignores signs of misunderstandings and lacks the initiative to offer assistance.	Coach attempts to adjust the lesson to accommodate and respond to questions and interests with mixed results. Coach accepts responsibility for the success of all but has only a limited repertoire of strategies to use.	Coach successfully accommodates questions and interests, drawing on a broad repertoire of strategies. If impromptu measures are needed, he/she makes a minor adjustment to the lesson and does so smoothly. Coach persists in seeking approaches for those who have difficulty learning.	Coach seizes an opportunity to enhance learning, building on a spontaneous event or interest, or successfully adjusts and differentiates instruction to address misunderstandings. Coach uses an extensive repertoire of instructional strategies, solicits additional resources from the school or community, and persists in seeking effective approaches.
Critical Attributes	<ul style="list-style-type: none"> ● Coach ignores indications of teacher boredom or lack of understanding. ● Brushes aside teacher questions. ● Conveys to teachers that when they have difficulty learning it is their fault. ● In reflecting on practice, he/she does not indicate that it is important to reach all teachers. ● Despite evident teacher confusion, he/she makes no attempt to adjust the lesson. 	<ul style="list-style-type: none"> ● Coach's efforts to modify the lesson are only partially successful. ● Makes perfunctory attempts to incorporate questions and interests into the lesson. ● Conveys to teachers a level of responsibility for their learning but also his or her uncertainty about how to assist them. ● In reflecting on practice, he/she indicates the desire to reach all teachers but does not suggest strategies for doing so. 	<ul style="list-style-type: none"> ● When improvising becomes necessary, Coach makes adjustments to the lesson. ● Incorporates teachers' interests and questions into the heart of the lesson. ● Conveys to teachers that he/she has other approaches to try when they experience difficulty. ● In reflecting on practice, he/she cites multiple approaches undertaken to reach those having difficulty. 	<ul style="list-style-type: none"> ● Coach's adjustments to the lesson, when needed, are designed to assist individuals. ● Seizes a teachable moment to enhance a lesson. ● Conveys to teachers that he/she won't consider a lesson "finished" until everyone understands and that he/she has a broad range of approaches to use. ● In reflecting on practice, he/she can cite others in the school and beyond whom he/she has contacted for assistance in reaching some teachers.

Guiding Question: How was the session adjusted to enhance understanding, incorporate teachers' interests, and utilize a wide range of strategies?

Evidence:

Domain 4 for Instructional Coach/Consulting Teacher: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Practice/ Portfolio Assessment	Coach does not know whether a lesson/presentation was effective or achieved its instructional outcomes. Coach has no suggestions for improvement of overall performance.	Coach has a generally accurate impression of a lesson/presentation's overall performance and the extent to which instructional outcomes were met. Coach makes general suggestions for improvement.	Coach makes an accurate assessment of a lesson/presentation's overall performance and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Coach makes a few specific suggestions for improvement.	Coach makes a thoughtful and accurate assessment of a lesson/presentation's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson/presentation and weighing the relative strengths of each. Drawing on an extensive repertoire of skills. Coach offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> ● <i>Coach considers the lesson but draws incorrect conclusions about its effectiveness.</i> ● <i>Coach makes no suggestions for improvement.</i> 	<ul style="list-style-type: none"> ● <i>Coach has a general sense of whether or not instructional practices were effective.</i> ● <i>Offers general modifications for future instruction.</i> 	<ul style="list-style-type: none"> ● <i>Coach accurately assesses the effectiveness of instructional activities used.</i> ● <i>Identifies specific ways in which a lesson might be improved.</i> 	<ul style="list-style-type: none"> ● <i>Coach's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</i> ● <i>Coach's suggestions for improvement draw on an extensive repertoire.</i>
<p>Guiding Question: <i>Upon reflecting on the portfolio, what worked well and how might the practice be improved for the future?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Coach's system for maintaining information on completion of assignments and progress in learning is nonexistent or in disarray. Coach's records for non-instructional activities are in disarray, the result being errors and confusion.	Coach's system for maintaining information on completion of assignments and progress in learning is rudimentary and only partially effective. Coach's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight are prone to errors.	Coach's system for maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective.	Coach's system for maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective. Professional learning information and activity evaluations are disaggregated and used for future planning and program improvement.
Critical Attributes	<ul style="list-style-type: none"> • <i>There is no system for either instructional or non-instructional records.</i> • <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>Coach has a process for recording work completion. However, it may be out of date or may not permit teachers access to the information.</i> • <i>Process for tracking progress is cumbersome to use.</i> • <i>Has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>Coach's process for recording completion of work is efficient and effective; teachers have access to information about completed and/or missing assignments.</i> • <i>Has an efficient and effective process for recording progress; teachers are able to see how they're progressing.</i> • <i>Process for recording non-instructional information is both efficient and effective.</i> 	<ul style="list-style-type: none"> • <i>In addition to the characteristics of "proficient":</i> • <i>Teachers contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Teachers contribute to and maintain data files indicating their own progress in learning.</i>
Guiding Question: What is the process for efficiently and effectively maintaining records, and how are multiple sources of data utilized to analyze progress?				
Evidence:				

	Unsatisfactory	Basic	Proficient	Distinguished
4c: General Communication with Staff	Coach provides little information to teachers regarding the program content. Coach does not respond, or responds unprofessionally, to staff concerns.	Coach makes sporadic attempts at communication with teachers about the program. The communication that does take place may not be effective.	Coach provides frequent and appropriate information to teachers about the program. Coach makes some attempts to engage staff in the program.	Coach communicates frequently with teachers. Coach responds to teachers' concerns professionally. Coach's efforts to engage staff in the program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding the program is available for staff. • Teacher activities are lacking. 	<ul style="list-style-type: none"> • School or district-created materials about the program are made available. • Coach gives infrequent or incomplete information about the program. 	<ul style="list-style-type: none"> • Coach regularly makes information about the program available. • Regularly communicates information regarding progress. 	<ul style="list-style-type: none"> • Teachers regularly develop materials to inform others about the program. • Teachers maintain accurate records about their individual learning. • Teachers contribute to regular and ongoing projects designed to engage others in the learning process.

Guiding Question: What is the process for communicating with and engaging staff in the learning process?

Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing Individually and Collectively as a Professional	Coach engages in no professional development activities to enhance knowledge or skill. Coach resists feedback on teaching performance from either supervisors or colleagues. Coach makes no effort to share knowledge with others or to assume professional responsibilities. Coach's relationships with colleagues are negative or self-serving. Coach avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Coach avoids becoming involved in school events or school and district projects.	Coach participates to a limited extent in professional activities when they are convenient. Coach engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Coach finds limited ways to assist other coaches and contribute to the profession. Coach maintains cordial relationships with colleagues to fulfill duties that the school or district requires, and participates in the school's culture of professional inquiry when invited to do so. Coach participates in school events and school and district projects when specifically asked.	Coach seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Coach actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Coach participates actively in assisting other educators and looks for ways to contribute to the profession. Coach's relationships with colleagues are characterized by mutual support and cooperation. Coach volunteers to participate in school events and in school and district projects, making a substantial contribution.	Coach seeks out opportunities for professional development and makes a systematic effort to conduct action research. Coach solicits feedback on practice from both supervisors and colleagues. Coach initiates important activities to contribute to the profession. Coach's relationships with colleagues are characterized by mutual support and cooperation, with him/her taking initiative in assuming leadership among the faculty. Coach takes a leadership role in promoting a culture of professional inquiry. Coach volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> ● Coach purposefully avoids contributing to activities promoting professional inquiry. ● Avoids involvement in school activities and district and community projects. ● Relationships with colleagues are characterized by negativity or combativeness. 	<ul style="list-style-type: none"> ● When invited, Coach participates in activities related to professional inquiry. ● When asked, he/she participates in school activities, as well as district and community projects. ● Has cordial relationships with colleagues. 	<ul style="list-style-type: none"> ● Coach regularly participates in activities related to professional inquiry. ● Frequently volunteers to participate in school events and school district and community projects. ● Has supportive and collaborative relationships with colleagues. 	<ul style="list-style-type: none"> ● In addition to the characteristics of "proficient," ● Takes a leadership role in promoting activities related to professional inquiry. ● Regularly contributes to and leads events that positively impact school life. ● Regularly contributes to and leads significant district and community projects.

Guiding Question: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth? How have you contributed to school, district, and/or community events?

Evidence:

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Showing Professionalism	Coach displays dishonesty or lack of confidentiality in interactions with colleagues, students, and the public. Coach is not alert to teachers' or colleagues' needs and contributes to school practices that result in being ill served by the school. Coach makes decisions and recommendations that are based on self-serving interests. Coach does not comply with school and district regulations.	Coach is honest and confidential in interactions with colleagues, students, and the public. Coach's attempts to serve teachers and colleagues are inconsistent. These practices could contribute to the school community being ill served. Coach's decisions and recommendations are based on limited though genuine professional considerations. Coach is not consistent in complying with school and district regulations.	Coach displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, teachers, and the public. Coach is active in working to ensure that all receive a fair opportunity to succeed. Coach maintains an open mind in team or departmental decision making. Coach complies fully with school and district regulations.	Coach can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues in this area. Coach is highly proactive in serving colleagues, seeking out resources when needed, and makes a concerted effort to challenge negative attitudes or practices to ensure that all, particularly those traditionally underserved, are honored in the school. Coach takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Coach complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> ● <i>Coach is not involved in any activity that might enhance knowledge or skill.</i> ● <i>Purposefully resists discussing performance with supervisors or colleagues.</i> ● <i>Ignores invitations to join professional organizations or attend conferences.</i> ● <i>Willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> ● <i>Coach participates in professional activities when they are required or provided by the district.</i> ● <i>Reluctantly accepts feedback from supervisors and colleagues.</i> ● <i>Contributes in a limited fashion to professional organizations.</i> ● <i>Complies with school district regulations.</i> 	<ul style="list-style-type: none"> ● <i>Coach seeks regular opportunities for continued professional development.</i> ● <i>Welcomes colleagues and supervisors in for the purpose of gaining insight from their feedback.</i> ● <i>Actively participates in organizations designed to contribute to the profession.</i> ● <i>Complies completely with school district regulations.</i> 	<ul style="list-style-type: none"> ● <i>Coach seeks regular opportunities for continued professional development, including initiating action research.</i> ● <i>Actively seeks feedback from supervisors and colleagues.</i> ● <i>Takes an active leadership role in professional organizations in order to contribute to the profession.</i> ● <i>Takes a leadership role regarding school district regulations.</i>

Guiding Questions: *How do you: a) advocate for colleagues and students; b) willingly participate in team/department decision-making; c) comply fully with school and district regulations? Provide examples.*

Evidence: