

INSTRUCTIONAL COACH FORMATIVE EVALUATION AND DATA COLLECTION FORM

ELEMENT	DOES NOT MEET THE STANDARD	PARTIALLY MEETS/ APPROACHING THE STANDARD	MEETS THE STANDARD	EXCEEDS THE STANDARD	E-LOG (EVIDENCE OF STANDARD)
<p>1. Facilitates the analysis of student performance data</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Does not meet with teachers or teams to analyze data.</p>	<p><input type="checkbox"/> Meets with teachers and/or teams to analyze data from only one source.</p>	<p><input type="checkbox"/> Meets with teachers and/or teams and analyzes data from multiple sources.</p>	<p><input type="checkbox"/> Routinely meets with teachers and/or teams to analyze data from multiple sources to inform instruction.</p>	
<p>2. Links student performance data to professional learning</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Does not meet with teachers or teams to determine how professional development has impacted teacher practice and student learning.</p>	<p><input type="checkbox"/> Assists teachers and/or teams to use data from only one source to determine how professional development has impacted teacher practice and student learning.</p>	<p><input type="checkbox"/> Assists teachers and/or teams to use data from multiple sources to determine how professional development has impacted teacher practice and student learning.</p>	<p><input type="checkbox"/> Routinely assists teachers and/or teams to use data from multiple sources to determine how professional development has impacted teacher practice and student learning.</p>	
<p>3. Analyzes the impact of coaching</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Does not collect data to assess the impact of his/her own work.</p>	<p><input type="checkbox"/> Collects end-of-event satisfaction data about his/her own work with teachers.</p>	<p><input type="checkbox"/> Collects end-of-year/program data, including data about his/her own work as an instructional coach, to assess impact of professional learning throughout the school year.</p>	<p><input type="checkbox"/> Collects end-of-year/program data, including data about his/her own work as an instructional coach, to assess impact of professional learning throughout the school year and adjusts work accordingly.</p>	

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<p>4. Works to close achievement gap</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Facilitates conversations with teachers, without use of student assessment/survey information that do not show evidence of problem solving and/or adapting new strategies/interventions for the purpose of closing achievement gaps.</p>	<p><input type="checkbox"/> Facilitates conversations with teachers, without use of student assessment/survey information, to problem solve and adapt new strategies/interventions for the purpose of closing achievement gaps.</p>	<p><input type="checkbox"/> Facilitates data-based dialogue with teachers to identify and design interventions to close achievement gaps.</p>	<p><input type="checkbox"/> Assists teachers in development and implementation of results-driven action plan focused on closing achievement gaps.</p>	
<p>5. Provides personalized teacher support</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Provides a one-size-fits-all level of classroom support.</p>	<p><input type="checkbox"/> Provides classroom-based support that aligns with instructional coach's level of comfort and expertise.</p>	<p><input type="checkbox"/> Provides classroom-based support that aligns with teachers' levels of comfort and expertise (e.g., years of experience, current knowledge and skills, etc.)</p>	<p><input type="checkbox"/> Conducts assessment then provides classroom-based support that aligns with teachers' levels of comfort and expertise (e.g., years of experience, current knowledge and skills, etc.)</p>	
<p>6. Supports implementation</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Leads discussions on how new practices may be implemented.</p>	<p><input type="checkbox"/> Visits classrooms to observe implementation of new and/or refined practices. Gives feedback to teachers about their implementation of new and/or refined instructional practices.</p>	<p><input type="checkbox"/> Provides demonstrations, co-teaching, observation, and/or feedback to support implementation of new and refined instructional practices.</p>	<p><input type="checkbox"/> Provides demonstration, co-teaching, observation, and/or feedback to support implementation of new and refined instructional practices. Designs and supports multiple experiences that deepen understanding and meaning of new concepts and strategies.</p>	

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<p>7. Engages reflective conversation</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Does not engage teachers in reflective learning conversations.</p>	<p><input type="checkbox"/> Engages teachers in reflective learning conversations with some focus on improvement of instruction.</p>	<p><input type="checkbox"/> Engages teachers in reflective teaching and learning conversations focused on improving or refining instruction.</p>	<p><input type="checkbox"/> Engages teachers in reflective teaching and learning conversations for the purpose of improving or refining instruction. Shows evidence that reflective conversations led to change in teacher practice.</p>	
<p>8. Integrates technology</p> <p><input type="checkbox"/> Did not observe</p>	<p><input type="checkbox"/> Technology integration does not impact instructional practices.</p>	<p><input type="checkbox"/> Technology integration partially impacts instructional practices.</p>	<p><input type="checkbox"/> Technology integration impacts instructional practices and increases student learning.</p>	<p><input type="checkbox"/> Technology integration impacts instructional practices and increases student learning and interaction.</p>	