

This is excerpted from Rockwood School District’s evaluation instrument.
 The full instrument covers four domains: planning and preparation, instruction, environment, and professionalism.

Rockwood School District
Instructional coach formative evaluation and data collection form DOMAIN 2: INSTRUCTION

COMPONENT 2a: FACILITATES ANALYSIS AND INTERPRETATION OF DATA FROM MULTIPLE SOURCES.				
LEVELS OF PERFORMANCE				
Element	Does not meet the standard	Partially meets/ approaching the standard	Meets the standard	Exceeds the standard
1. Facilitates the analysis of student performance data <input type="checkbox"/> Did not observe	<input type="checkbox"/> Does not meet with teachers or teams to analyze data.	<input type="checkbox"/> Meets with teachers and/or teams to analyze data from only one source.	<input type="checkbox"/> Meets with teachers and/or teams and analyzes data from multiple sources.	<input type="checkbox"/> Routinely meets with teachers and/or teams to analyze data from multiple sources to inform instruction.
2. Links student performance data to professional learning <input type="checkbox"/> Did not observe	<input type="checkbox"/> Does not meet with teachers or teams to determine how professional development has impacted teacher practice and student learning.	<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.	<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.	<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.
3. Analyzes impact of coaching <input type="checkbox"/> Did not observe	<input type="checkbox"/> Does not collect data to assess the impact of his/her own work.	<input type="checkbox"/> Collects end-of-event satisfaction data about his/her own work with teachers.	<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.	<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.
4. Works to close achievement gap <input type="checkbox"/> Did not observe	<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.	<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.	<input type="checkbox"/> Facilitates data-based dialogue with teachers to identify and design interventions to close achievement gaps.	<input type="checkbox"/> Assists teachers in development and implementation of results-driven action plan focused on closing achievement gaps.

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Rockwood School District

Instructional coach formative evaluation and data collection form DOMAIN 2: INSTRUCTION

COMPONENT 2b: PROVIDES SUPPORT FOR IMPLEMENTATION OF NEW AND/OR REFINED INSTRUCTIONAL AND CURRICULAR PRACTICES.				
LEVELS OF PERFORMANCE				
Element	Does not meet the standard	Partially meets/ approaching the standard	Meets the standard	Exceeds the standard
5. Provides personalized teacher support <input type="checkbox"/> Did not observe	<input type="checkbox"/> Provides a one-size-fits-all level of classroom support.	<input type="checkbox"/> Provides classroom-based support that aligns with instructional coach's level of comfort and expertise.	<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.).	<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.).
6. Supports implementation <input type="checkbox"/> Did not observe	<input type="checkbox"/> Leads discussions on how new practices may be implemented.	<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.	<input type="checkbox"/> Provides demonstration, co-teaching, observation, and/or feedback to support implementation of new and refined instructional practices.	<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.
7. Engages reflective conversation <input type="checkbox"/> Did not observe	<input type="checkbox"/> Does not engage teachers in reflective learning conversations.	<input type="checkbox"/> Engages teachers in reflective learning conversations with some focus on improvement of instruction.	<input type="checkbox"/> Engages teachers in reflective teaching and learning conversations focused on improving or refining instruction.	<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.
8. Integrates technology <input type="checkbox"/> Did not observe	<input type="checkbox"/> Technology integration does not impact instructional practices.	<input type="checkbox"/> Technology integration partially impacts instructional practices.	<input type="checkbox"/> Technology integration impacts instructional practices and increases student learning.	<input type="checkbox"/> Technology integration impacts instructional practices and increases student learning and interaction.

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