Instructional Coach Evaluation System

CES | August 2021
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About the Collaborative for Educational Services (CES)

At the Collaborative for Educational Services, we believe that everyone is a learner, and that with the right support every learner can find success. We are committed to reaching and educating all young people and helping them find their pathway to success. We are also experienced in working with educators to help students learn and succeed.

For over 35 years, CES has been working with schools, families, young people and communities in the Pioneer Valley and throughout the Commonwealth to create and improve educational opportunities both in and out of the classroom. We partner with school districts and schools to help them assess their instructional programs and create new ways to improve instruction, student learning and achievement. We train teachers who are seeking licensure in order to gain entry into the teaching field as well as teachers and administrators who want to increase their skills and opportunities by gaining an additional license. We have expertise in assisting schools and educators in providing high quality education for students from diverse backgrounds and who are English language learners. We also are known for effective education services for students with special needs. We work with communities to build their capacity to support learners of all ages through early childhood education and care, after school programs, and academic and vocational opportunities for adolescents and young adults.

Mission

Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

Core Statement

We are a community of innovative and effective professionals dedicated to improving education. We know that everyone is a learner from the day they are born, and we know how to create classrooms and other environments in which every learner can flourish.

We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.

We value...

Quality and excellence
Innovation, creativity and vision
Inclusiveness, equity and diversity
Collaboration with others

Everyone is a learner
INTRODUCTION

On June 28, 2011 the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—teachers, principals, superintendents, and other administrators. The regulations are designed first and foremost to promote leaders’ and teachers’ growth and development. They place student learning at the center of the process using multiple measures of student learning.

As a result of implementing these regulations, each educator will take a leading role in shaping her/his professional growth and development. Among the practices outlined in the new Massachusetts Model that the Collaborative has already adopted are:

- Every educator is required to assess her/his own performance and propose challenging goals for improving her/his own practice and impact.
- Every educator is provided a rubric that offers a detailed picture of practice at four levels of performance. These system-wide rubrics set the stage for both deep reflection and the rich dialogue about practice that our profession seeks.
- Every educator will consider her/his students’ needs and propose one or more challenging goals for improving student learning.
- Every educator will compile and present evidence and conclusions about her/his performance and progress toward goals, ensuring that the educator voice is critical to the process.

These and other features of the new educator evaluation system hold great promise for improving educator practice, school climate and student learning. To turn this promise into reality, all educators—and the teams they work with—will be supported in a variety of ways to be successful.

The Collaborative for Educational Services Approach

The Collaborative for Educational Services Instructional Coach Evaluation System is closely aligned with Massachusetts regulations 603 CMR 35.00 and the Massachusetts Model System for Educator Evaluation. Similar to the Massachusetts Model, our evolving system seeks to establish and define clear expectations for educator performance, promote growth and development, strengthen collaboration, and create mutual accountability for the purpose of improved student outcomes.

At the Collaborative for Educational Services, we understand that effective teachers and educational leaders are the keys to advancing student learning. In fact, no other school-based factor has as great an influence on student achievement as an effective teacher. As such, the Collaborative is deeply

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committed to providing our teachers and educational leaders with clear expectations regarding effective teaching and educational leadership, as well as the professional development and supervisory support needed to insure professional growth and achievement of these expectations.

A hallmark of this commitment is the use of a robust supervisory and evaluation system that promotes excellence in teaching and educational leadership, and demonstrates our shared belief that all students can learn.

The Instructional Coach Evaluation System that follows reflects our belief that supervision, professional development, and evaluation are ongoing and linked, and should encourage a climate of continuous learning. It is designed to provide the flexibility necessary to adapt to the needs and learning styles of individuals, while also promoting a shared responsibility for educator growth grounded in trust, mutual respect, transparency, and shared purpose. It draws on research for educator evaluation, and conforms to the laws, regulations, and policies to which we adhere. And finally, it values the investment each of us maintains towards realizing the goal of high expectations for learning for all of our students.

Purposes of Evaluation

In summary, our evaluation system is designed to:

Promote Growth and Development:

Educators will have regular and timely feedback and opportunities for development that support continuous growth and improvement;

Acknowledge Excellence:

Educators will be recognized for excellence;

Clarify Expectations:

Educators will have a clear, explicit set of expectations and implications for performance;

Be Differentiated:

Educators will have support and supervision suited to their strengths and needs;

Place Student Learning at the Center:

Student learning is central to the evaluation and development of our workforce—and is the core work of our schools; and

Promote Professionalism:

Exemplary educators regularly reflect on their effectiveness, maintain evidence of their successes, and welcome frequent and constructive feedback about how to be more effective in their craft.
THE CES INSTRUCTIONAL COACH EVALUATION SYSTEM

Performance

In accordance with Article 15 of the agreement between the Collaborative for Educational Services and SEIU Local 509, instructional coaches will be evaluated using multiple sources of data. Generally speaking, the process will include employee development through collaborative goal setting, formal and informal performance observations, and performance feedback, resulting in a summative evaluation.

Each educator will be assigned one primary Evaluator. Other administrators and supervisors may provide input to your Evaluator based on their observations or other data. Your Evaluator will consider multiple types of evidence before assigning a summative rating, including observations by regional or central leadership on job-embedded coaching, professional development workshops, Content-Based Learning Teams, progress on standards and indicators, progress on Educator goals, and other types and sources of data.

Should an educator receive a summative rating of unsatisfactory and the educator and primary evaluator disagree with this rating, the educator is entitled to a meeting with the primary evaluator’s supervisor. The Evaluator may attend this meeting at the supervisor’s discretion.

During the 2019-2020 academic year, the CES Instructional Coach Evaluation System and our corresponding professional development will aim to support teachers to successfully fulfill the expectations for performance in the Standards and Indicators of Effective Teaching:

- Standard 1: Curriculum, Planning, and Assessment
- Standard 2: Teaching All Students
- Standard 3: Family and Community Engagement
- Standard 4: Professional Culture

The selected standards and indicators of effectiveness are aligned to the regulations set forth by the Department of Elementary and Secondary Education for instructional coach evaluation.

Instructional coaches will be evaluated throughout the year and will receive qualitative performance feedback and summative or formative evaluation ratings of:

- 4 = exemplary; 3 = proficient; 2 = needs improvement; or 1 = unsatisfactory

These ratings coupled with additional supporting evidence will inform the employee’s educator plan assignment and employment options for the teacher going forward.
<table>
<thead>
<tr>
<th>STANDARD I</th>
<th>STANDARD II</th>
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</thead>
<tbody>
<tr>
<td>Curriculum, Planning, and Assessment</td>
<td>Teaching All Students</td>
</tr>
<tr>
<td><strong>A. Curriculum and Planning Indicator</strong></td>
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<tr>
<td>1. Subject Matter Pedagogy Knowledge</td>
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<tr>
<td>2. Adolescent Development/knowledge of Adult Learning Style</td>
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<tr>
<td>3. Rigorous Standards-Based Unit Design</td>
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<td>4. Well-Structured Lessons that Reinforce Literacy and Numeracy Development</td>
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<td>1. Analysis and Conclusions</td>
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<td><strong>D. Expectations Indicator</strong></td>
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<td>2. High Expectations Grounded in a Growth Mindset</td>
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<td>3. Access to Knowledge</td>
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<td><strong>A. Instruction Indicator</strong></td>
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<td>1. Quality of Effort and Work</td>
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<td>2. Student Engagement</td>
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<td>3. Meeting Diverse Needs and Strengths</td>
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<td><strong>B. Learning Environment Indicator</strong></td>
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<td>2. Collaborative Learning Environment</td>
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<td>3. Student Motivation</td>
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<td><strong>C. Cultural Proficiency Indicator</strong></td>
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<tr>
<td>1. Respects Differences</td>
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<tr>
<td>2. Maintains Respectful Environment</td>
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<tr>
<td><strong>B. Collaboration Indicator</strong></td>
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<tr>
<td>1. Learning Expectations</td>
<td></td>
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<tr>
<td><strong>C. Communication Indicator</strong></td>
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<tr>
<td>1. Two-way Culturally Proficient Communication</td>
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<tr>
<td><strong>B. Professional Growth Indicator</strong></td>
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<tr>
<td>1. Professional Learning and Growth</td>
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<tr>
<td><strong>C. Cultural Proficiency Indicator</strong></td>
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<tr>
<td><strong>D. Decision-Making Indicator</strong></td>
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<tr>
<td>1. Decision-making</td>
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<tr>
<td><strong>E. Shared Responsibility Indicator</strong></td>
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<tr>
<td>1. Shared Responsibility</td>
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<tr>
<td><strong>F. Professional Responsibility Indicator</strong></td>
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<tr>
<td>1. Judgment</td>
<td></td>
</tr>
<tr>
<td>2. Reliability and Responsibility</td>
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</tbody>
</table>
* In DYS and SEIS settings, a caring adult could be a family member, a caregiver, program staff, a clinician, a caseworker, a DCF worker, an advocate, or others who are stakeholders in the success of a student.

Opportunities to interact with other caring adults may exist in programs; at performances; at parents’ night or open house; graduation celebrations; College and Career Fairs; and in district or regional offices.
**Indicator I-A.** Curriculum and Planning: Knowledgeable of subject matter, has a good grasp of adolescent development and how students learn, and supports teachers in the design of effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes, in accordance with the principles of UbD and UDL.

<table>
<thead>
<tr>
<th>I-A Elements</th>
<th>Un satisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A-1. Subject Matter/Pedagogy Knowledge</td>
<td>Demonstrates limited knowledge of curriculum content and pedagogy required of coaching and rarely provides teachers with instructional resources to foster student knowledge and skills in their subjects.</td>
<td>Demonstrates some knowledge of curriculum content and/or pedagogy required of coaching and provides teachers with general DYS instructional resources to foster student knowledge and skills in their subjects.</td>
<td>Demonstrates thorough knowledge and understanding of curriculum content and/or pedagogy required of coaching and provides teachers with specific and relevant DYS instructional resources to advance student learning, enabling students to acquire complex knowledge and skills in their subjects.</td>
<td>Demonstrates expert knowledge and understanding of curriculum content and/or pedagogy required of coaching and consistently provides all teachers with specific and relevant DYS instructional resources to advance student learning, enabling all students to synthesize complex knowledge and skills in their subjects. Is able to model this element.</td>
</tr>
<tr>
<td>I-A-2. Adolescence Development/ Knowledge of Adult Learning Styles</td>
<td>Demonstrates limited knowledge of adult learning styles or differences in how students learn. Rarely develops learning experiences that enable students to move toward meeting the stated learning goals.</td>
<td>Demonstrates some knowledge of adult learning styles and sometimes applies this knowledge to coach teachers across a spectrum: instructive, collaborative, or facilitative in order to support their instructional planning skills regarding child and adolescent development and to create learning experiences that enable some, but not all, students to move toward meeting stated learning goals.</td>
<td>Demonstrates comprehensive knowledge of adult learning styles and applies this knowledge to effectively coach teachers across a spectrum: instructive, collaborative, and facilitative in order to advance their instructional planning skills regarding child and adolescent development and to personalize learning for students so that they make progress toward the stated learning goals.</td>
<td>Demonstrates expert knowledge of adult learning styles and applies this knowledge to effectively coach teachers across a spectrum: instructive, collaborative, and facilitative in order to advance their instructional planning skills regarding child and adolescent development and to personalize learning for all students so that they make steady and significant academic progress toward the stated learning goals. Is able to model this element.</td>
</tr>
</tbody>
</table>
## Standard I: Curriculum, Planning, and Assessment cont.

<table>
<thead>
<tr>
<th>I-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A-3. Rigorous Standards-Based Unit Design</td>
<td>Rarely incorporates evidence-based practices to coach teachers on developing comprehensive and rigorous curriculum units.</td>
<td>Sometimes incorporates evidence-based practices to coach teachers on developing curriculum units that address some knowledge and skills aligned with state standards and CES Curriculum, e.g., DYS Instructional Guides, but some measurable outcomes are not clearly defined and/or performance tasks may or may not require higher order thinking skills.</td>
<td><strong>Incorporates evidence-based and standards-based practices aligned with the principles of UbD and UDL to coach teachers on developing rigorous curriculum units with measurable, accessible outcomes and challenging performance tasks that support students' higher order thinking skills and enables them to learn the knowledge and skills aligned with state standards/CES Curriculum, e.g., DYS Instructional Guides.</strong></td>
<td><strong>Incorporates evidence-based and standards-based practices aligned with the principles of UbD and UDL effectively to coach teachers on developing comprehensive and rigorous curriculum units with measurable, accessible outcomes, and challenging performance tasks that advance students' higher order thinking skills and enable them to learn and apply the knowledge and skills aligned with state standards/CES Curriculum, e.g., DYS Instructional Guides and other curriculum resources. Is able to model this element.</strong></td>
</tr>
<tr>
<td>I-A-4. Well-Structured Lessons that Reinforce Literacy and Numeracy development</td>
<td>Rarely uses specific coaching strategies to encourage literacy and/or numeracy in the content areas and in the design of lessons.</td>
<td>Uses some coaching strategies to promote literacy and/or numeracy in the content areas and supports teachers in developing lessons with some elements of effective student engagement strategies, pacing, lesson sequencing, activities, materials, resources, and grouping.</td>
<td><strong>Uses a comprehensive coaching toolkit that supports teachers in integrating literacy and/or numeracy strategies across content areas and especially, in the design of well-structured lessons that support effective student engagement strategies, pacing, lesson sequencing, activities, materials, resources, technologies, and flexible grouping.</strong></td>
<td>Uses a variety of coaching strategies from the coaching toolkit explicitly to effectively facilitate teachers in integrating literacy and/or numeracy strategies across content areas and especially, in the design of well-structured lessons that foster effective and varied student engagement strategies, pacing, lesson sequencing, activities, materials, resources, technologies, and flexible grouping to attend to every student's needs. Is able to model this element.</td>
</tr>
</tbody>
</table>
**INDICATOR I-B.**  Assessment: Uses a variety of informal and formal methods of assessment to support teachers in effectively measuring student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction (reflected in the elements).

<table>
<thead>
<tr>
<th>I-B. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-B-1. Variety of Assessment Methods</td>
<td>Rarely uses knowledge of assessment methods to coach teachers on planning for and administering assessments.</td>
<td>Demonstrates some knowledge of assessment methods and sometimes uses this knowledge to coach teachers on planning instruction using a variety of informal and formal assessments.</td>
<td>Demonstrates comprehensive knowledge of assessment methods and uses this knowledge to coach teachers on utilizing a variety of informal and formal assessments to plan instruction and accurately measure student progress toward learning objectives.</td>
<td>Demonstrates expert knowledge of assessment methods and uses this knowledge to effectively coach teachers on using a variety of informal and formal assessments to purposefully plan instruction that provides multiple access points to measure student progress toward learning objectives and informs daily teaching and planning in the classroom. Is able to model this element.</td>
</tr>
<tr>
<td>I-B-2. Supporting Adjustment to Teacher Practice</td>
<td>Rarely supports teachers to make adjustments to practice based upon their formal and informal assessments of students.</td>
<td>Sometimes supports the teacher with organizing and analyzing some assessment results, but only occasionally supports teacher adjustment of practice or modification of future instruction based on the findings.</td>
<td>Incorporates specific assessment strategies from the coaching toolkit to personalize support for teachers to enable them to organize and analyze results from a variety of assessments and adjust teaching practice in order to implement effective differentiation and enhancement for students.</td>
<td>Consistently and effectively incorporates specific assessment strategies from the coaching toolkit to personalize support for teachers to enable them to organize and analyze results from a variety of assessments and adjust teaching practice in order to implement effective differentiation and enhancement for students. Is able to model this element.</td>
</tr>
</tbody>
</table>
## Educator Standards and Indicators
### 2020-2021 Standards and Indicators for DYS Instructional Coaches

#### Standard I: Curriculum, Planning, and Assessment cont.

<table>
<thead>
<tr>
<th>INDICATOR I-C.</th>
<th>Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I-C. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>I-C-1. Analysis and Conclusions</td>
<td>Rarely analyzes data conclusions from data to inform practice.</td>
</tr>
<tr>
<td>I-C-2. Sharing Conclusions with Colleagues and/or Teachers</td>
<td>Rarely communicates with appropriate parties the coaching needs, action steps, and coaching data that support teacher growth.</td>
</tr>
</tbody>
</table>
## Indicator I-C.

**Analysis:** Analyzes data from assessments, draws conclusions, and shares them appropriately.

<table>
<thead>
<tr>
<th>I-C. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-C-3. Supporting Teachers in Sharing Conclusions with Students</td>
<td>Rarely communicates observational feedback about student learning impact data with teachers using coaching tools and assessment strategies. Shares limited or no strategies with teachers regarding how to communicate feedback to students beyond progress reporting.</td>
<td>Communicates some observational feedback about student learning impact data with teachers using coaching tools and assessment strategies to support teacher development. Shares some strategies with teachers regarding how to communicate feedback and progress reporting to students about learning objectives.</td>
<td>Communicates observational feedback about student learning impact data with teachers using specific coaching tools and assessment strategies to improve teacher effectiveness. Facilitates a continuous learning and assessment process with teachers regarding sharing with students descriptive, specific, and relevant feedback data and progress reporting through teacher-student conferences, transitional meetings, etc.</td>
<td>Communicates observational feedback about student learning impact data with teachers consistently using a range of coaching tools and assessment strategies to advance teacher practice. Facilitates a continuous learning and assessment process with teachers regarding effective practices for sharing with students descriptive, specific, and relevant feedback data and progress reporting through teacher-student conferences, transitional meetings, and across the continuum, etc. Is able to model this element.</td>
</tr>
</tbody>
</table>
**Standard II: Teaching All Students.** The instructional coach fosters positive relationships to promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-A-1.</td>
<td>Quality of Effort and Work</td>
</tr>
<tr>
<td>II-A Elements</td>
<td>Unsatisfactory                                                                                                                                  Needs Improvement</td>
</tr>
<tr>
<td>II-A-2.</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>II-A-3.</td>
<td>Meeting Diverse Needs and Strengths</td>
</tr>
<tr>
<td></td>
<td>Does not support teachers in defining high expectations for quality of student work and effort.</td>
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<tr>
<td></td>
<td>Sometimes supports teachers in defining high expectations for the quality of student work and effort; Occasionally provides exemplars, resources, and guided practice.</td>
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<tr>
<td></td>
<td>Does not support teachers in using strategies and resources that promote student engagement.</td>
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<tr>
<td></td>
<td>Sometimes shares strategies and resources to support teachers in reflecting on and creating opportunities for engaging some students.</td>
</tr>
<tr>
<td></td>
<td>Does not support teachers in using effective practices that accommodate for the diverse needs of students.</td>
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<tr>
<td></td>
<td>Sometimes uses effective practices and occasionally scaffolds support for teachers to accommodate for differences in the levels of readiness of their students.</td>
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<tr>
<td></td>
<td>Consistently supports teachers in defining high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, resources, and guided practice.</td>
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<tr>
<td></td>
<td>Consistently shares strategies and resources to support teachers in reflecting on and creating opportunities for engaging all students.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses effective practices and scaffolds support for teachers to accommodate for differences in the learning styles, needs, strengths, interests, and levels of readiness of their students, including students with disabilities and English Language Learners. Is able to model this element.</td>
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</tbody>
</table>
**Standard II: Teaching All Students cont.**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Learning Environment: Creates and maintains a safe and collaborative learning environment, consistent with Positive Youth Development that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-B. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>II-B-1. Safe Learning Environment</td>
<td>Does not support teachers in creating routines and expectations that create and maintain a safe environment.</td>
</tr>
<tr>
<td>II-B-2. Collaborative Learning Environment</td>
<td>Does not support teachers in creating opportunities that provide collaborative learning experiences.</td>
</tr>
<tr>
<td>II-B-3. Student Motivation</td>
<td>Does not support teachers in creating learning experiences that promote student strengths, interests, and goals.</td>
</tr>
</tbody>
</table>
## Standard II: Teaching All Students cont.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-C. Elements</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td>II-C-1. Respects Differences</td>
<td>Does not share strategies, resources, and practices that enable teachers to demonstrate differences related to background, identity, language, strengths, and challenges in the classroom.</td>
</tr>
<tr>
<td>II-C-2. Maintains Respectful Environment</td>
<td>Does not share strategies, resources, and practices that establish a respectful learning environment reflective of the community of learners.</td>
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</table>
### Educator Standards and Indicators
#### 2020-2021 Standards and Indicators for DYS Instructional Coaches

**Standard II: Teaching All Students cont.**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Expectations: Supports teachers in planning lessons that set clear and high expectations and also make knowledge accessible for all students, e.g., reviewing the KUDs, employing principles of UDL, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-D. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>II-D-1. Clear Expectations</td>
<td>Does not support teachers in creating and clearly communicating high expectations for student work and effort.</td>
</tr>
<tr>
<td>II-D-2. High Expectations grounded in a growth mindset</td>
<td>Does not share strategies and resources to effectively model and reinforce a growth mindset.</td>
</tr>
<tr>
<td>II-D-3. Access to Knowledge</td>
<td>Does not support teachers in adapting instructional materials and assessments to make material accessible to all students.</td>
</tr>
</tbody>
</table>
**Standard III: Family and Community Engagement.** The instructional coach promotes the learning and growth of all students through effective and appropriate partnerships with caring adults.

<table>
<thead>
<tr>
<th>INDICATOR III-A.</th>
<th>Engagement: Welcomes and encourages every caring adult to become active participants in the classroom and school community.</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-A-1. Parent/Family Engagement</td>
<td>Rarely supports teachers in planning and collaborating with caring adults in the classroom and school to support student learning.</td>
<td>Sometimes provides support to teachers in developing strategies to engage with caring adults.</td>
<td>Consistently supports teachers with preparing and sharing informative materials about the school and classroom with caring adults.</td>
<td>Consistently supports teachers with preparing and sharing informative materials that promote authentic, asset based, and culturally responsive conversations with caring adults. Supports student learning in the classroom and promotes student success throughout the school community. Is able to model this element.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR III-B.</th>
<th>Learning Expectations: Collaborates with caring adults to create and implement strategies for supporting student learning and development.</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-B-1. Learning Expectations</td>
<td>Does not support teachers in opportunities that inform caring adults about learning expectations.</td>
<td>Sometimes supports teachers in opportunities that provide a list of classroom rules and the learning expectations to caring adults.</td>
<td>Supports teachers in creating and reflecting on opportunities that provide caring adults with clear expectations for student learning.</td>
<td>Supports teachers in creating and reflecting on opportunities that provide caring adults with clear expectations, which are successfully conveyed, for student learning. Is able to model this element.</td>
<td></td>
</tr>
</tbody>
</table>
### Educator Standards and Indicators

#### 2020-2021 Standards and Indicators for DYS Instructional Coaches

**Standard III: Family and Community Engagement cont.**

<table>
<thead>
<tr>
<th>INDICATOR III-C.</th>
<th>Communication: Engages in regular, two-way, and culturally proficient communication with caring adults about student learning and performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-C. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>III-C-1. Two-Way, Culturally Proficient Communication</td>
<td>Rarely supports teachers in using asset-based language to discuss student success or challenges with other caring adults about student learning and growth beyond traditional communication methods.</td>
</tr>
</tbody>
</table>

---

**Instructional Coach Evaluation System · 2021-2022**

**Collaborative for Educational Services · Collaborative.org**
**INDICATOR IV-A.** Reflection: Demonstrates the capacity to reflect on and improve the instructional coach’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

<table>
<thead>
<tr>
<th>IV-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A-1. Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/units and interactions with teachers but not with colleagues and/or rarely uses insights to improve practice.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with teachers, both individually and with colleagues, and uses insights gained to improve practice and teacher development.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with teachers, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and teacher development. Is able to model this element.</td>
</tr>
<tr>
<td>IV-A-2. Goal Setting</td>
<td>Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.</td>
<td>Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of data.</td>
<td>Proposes challenging, measurable professional practice, team, and teacher learning goals that are based on thorough coach self-assessment and analysis of data.</td>
<td>Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of data. Is able to model this element.</td>
</tr>
</tbody>
</table>
### Standard IV: Professional Culture cont.

#### INDICATOR IV-B.

Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different facilitative and leadership roles.

<table>
<thead>
<tr>
<th>IV-B. Elements</th>
<th>Un satisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-B-1. Professional Learning and Growth</td>
<td>Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.</td>
<td>Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.</td>
<td>Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different facilitative and leadership responsibilities.</td>
<td>Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.</td>
</tr>
</tbody>
</table>

#### INDICATOR IV-C.

Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

<table>
<thead>
<tr>
<th>IV-C. Elements</th>
<th>Un satisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-C-1. Professional Collaboration</td>
<td>Rarely and/or ineffectively collaborates with colleagues.</td>
<td>Does not consistently collaborate with colleagues in ways that support productive team effort.</td>
<td>Consistently uses effective and timely communication to collaborate with colleagues and external stakeholders to inform coaching priorities, and plan for teacher growth and development.</td>
<td>Supports colleagues to collaborate in areas such as planning and facilitating professional development for teachers and Content-Based Learning Teams, analyzing data to inform coaching priorities, and planning appropriate intervention. Is able to model this element.</td>
</tr>
</tbody>
</table>
### Educator Standards and Indicators
#### 2020-2021 Standards and Indicators for DYS Instructional Coaches

**Standard IV: Professional Culture cont.**

<table>
<thead>
<tr>
<th>INDICATOR IV-D.</th>
<th>Decision-Making: Is involved in regional decision making, and takes an active role in statewide professional development planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-D. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-D-1. Decision Making</td>
<td>Participates in planning and decision making at the regional and state level only when asked, and rarely contributes relevant ideas or expertise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR IV-E.</th>
<th>Shared Responsibility: Shares responsibility for the performance of all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-E. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-E-1. Shared Responsibility</td>
<td>Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.</td>
</tr>
</tbody>
</table>
### Educator Standards and Indicators
#### 2020-2021 Standards and Indicators for DYS Instructional Coaches

**Standard IV: Professional Culture cont.**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Professional Responsibilities: Is ethical and reliable, adheres to all program and agency policies, procedures, and guidelines, and meets routine responsibilities consistently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-F. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-F-1. Judgment</td>
<td>Demonstrates poor judgment and/or discloses confidential student information inappropriately.</td>
</tr>
<tr>
<td>IV-F-2. Reliability &amp; Responsibility</td>
<td>Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.</td>
</tr>
</tbody>
</table>
Our Differentiated Approach

All coaches are placed on one of four Educator Plans. These plans serve as a guide for both the evaluator and the coach as to the differentiated nature of evaluative activities and supervisory direction. In some instances, coaches may be moved from a Developing, Directed, or Self-Directed Growth Plan to an Improvement Plan during the year based on their Evaluator’s professional judgment that performance improvements are required and additional support and monitoring is necessary.

Assignment to one of the four educator plans is outlined below:

1. **Self-Directed Growth Plan**: A plan of one or two school years for experienced educators who are rated Proficient or Exemplary in each Standard and indicator, developed by the educator, with input from the Evaluator. Evaluators may assign a Self-Directed Growth Plan to an educator who received Needs Improvement on one or two individual indicators at his/her discretion.

2. **Directed Growth Plan**: A plan of one school year or less for educators who are rated Needs Improvement in any standard or indicator, or overall, as determined by the evaluator, developed by the educator and the evaluator.

3. **New/Developing Educator Plan**: A plan developed by the educator and the evaluator for one school year or less; for educators new to CES or working a new assignment, at the discretion of the Evaluator. Educators will remain on a New/Developing Educator plan for their first three years at CES.

4. **Improvement Plan**: A plan of at least 30 days and no more than one school year, for educators who are rated Unsatisfactory or Needs Improvement in any Standard or indicator, or overall, as determined by the Evaluator, developed by the Evaluator with goals specific to improving the educator’s Unsatisfactory performance. An Evaluator may place an educator on an Improvement Plan at any time.

Educator Plan Placement for 2021-2022

Educators in their first three years of teaching with CES or on a new assignment at Evaluator’s discretion will be placed on a Developing Educator Plan.

Educators who previously scored Unsatisfactory or Needs Improvement on any Standard or indicator or overall will have either an Improvement Plan or a Directed Growth Plan, at the Evaluator’s discretion.

Educators who previously scored Proficient or Exemplary in every Standard and Indicator and overall will have either a one- or two-year Self-Directed Growth Plan, at the Evaluator’s discretion.

All plan assignments and lengths are at the discretion of the Primary Evaluator.

Additional details about the purpose, evaluative activities, and related methods are outlined as follows as they pertain to the coaches’ Educator Plan.
# Educator Plan Placement

## Purpose, Evaluative Activities, and Methods

<table>
<thead>
<tr>
<th>New/Developing Growth Plan</th>
<th>Self-Directed and Directed Growth Plans</th>
<th>Improvement Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td><strong>Purpose:</strong></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>To provide data for plan status and employment</td>
<td>To provide data for plan status and employment</td>
<td>To provide targeted assistance to coaches</td>
</tr>
<tr>
<td>To provide orientation to teaching in our program settings</td>
<td>To support coaches in sustaining skills in all evaluation categories</td>
<td>To provide coaches with support and feedback</td>
</tr>
<tr>
<td>To provide orientation to teaching standards</td>
<td>To provide coaches with support and feedback</td>
<td>To ensure professional growth</td>
</tr>
<tr>
<td>To provide new coaches and coaches needing some improvement with additional support and feedback</td>
<td>To ensure professional growth</td>
<td>To enhance student achievement</td>
</tr>
<tr>
<td>To ensure professional growth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What:</strong></th>
<th><strong>What:</strong></th>
<th><strong>What:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of student learning</td>
<td>Evidence of student learning</td>
<td>Completion of Educator Improvement Plan</td>
</tr>
<tr>
<td>Mini-Observations</td>
<td>Mini-Observations</td>
<td>Evidence of student learning</td>
</tr>
<tr>
<td>Formal observation and performance feedback</td>
<td>Formal observation and performance feedback (Directed Growth Plan only, at Evaluator’s discretion)</td>
<td>Mini-Observations</td>
</tr>
<tr>
<td>Demonstrated progress in Educator Plan goals Directory of Evidence (Instructional Coach Portfolio)</td>
<td>Demonstrated progress in Educator Plan goals Directory of Evidence (Instructional Coach Portfolio)</td>
<td>Formal observation and performance feedback</td>
</tr>
<tr>
<td>Reflection on professional growth and evidence of self-evaluation</td>
<td>Reflection on professional growth and evidence of self-evaluation</td>
<td>Reflection on professional growth and evidence of self-evaluation</td>
</tr>
<tr>
<td>Professional culture feedback and adherence to professional responsibilities</td>
<td>Professional culture feedback and adherence to professional responsibilities</td>
<td>Demonstrated progress in Educator Plan goals Directory of Evidence (Instructional Coach Portfolio)</td>
</tr>
<tr>
<td>Formative assessment at mid-cycle</td>
<td>Formative Assessment or Evaluation at mid-cycle; Evaluation at end of year for teachers in the formative year of a two year plan, or a Formative Assessment mid-year for teachers on a one year plan.</td>
<td>Professional culture feedback and adherence to professional responsibilities</td>
</tr>
<tr>
<td>Summative Evaluation: culmination of year’s data in a written report</td>
<td>Summative Evaluation: culmination of year’s data (one year plan) or two year’s data (two year plan) in a written report for teachers that provides summative rating for each indicator and overall</td>
<td>Formative assessment at mid-cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Evaluation: culmination of year’s data in a written report</td>
</tr>
</tbody>
</table>

**Educator Plan Options**

- **New/Developing Growth Plan**: This option is for educators who are new to the teaching profession or who are in the early stages of their career. The purpose is to provide data for plan status and employment, and to ensure professional growth. The evidence includes student learning, mini-observations, and formative assessment at mid-cycle. The summative evaluation is a culmination of the year’s data in a written report.

- **Self-Directed and Directed Growth Plans**: These options are for educators who are already established in their careers and may need additional support. The purpose is to provide data for plan status and employment, and to support coaches in sustaining skills. The evidence includes student learning, mini-observations, formal observation and performance feedback, and formative assessment at mid-cycle. The summative evaluation is a culmination of the year’s data in a written report.

- **Improvement Plans**: These plans are for educators who need targeted assistance. The purpose is to provide targeted assistance to coaches, and to ensure professional growth. The evidence includes student learning, mini-observations, formal observation and performance feedback, and reflection on professional growth and evidence of self-evaluation. The summative evaluation is the culmination of the year’s data in a written report.
### Education Plan Placement, continued

<table>
<thead>
<tr>
<th>New/Developing Growth Plan</th>
<th>Self-Directed and Directed Growth Plans</th>
<th>Improvement Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method:</strong></td>
<td><strong>Method:</strong></td>
<td><strong>Method:</strong></td>
</tr>
<tr>
<td>Review of evidence of student learning jointly with supervisors</td>
<td>Review of evidence of student learning jointly with supervisors</td>
<td>Review of evidence of student learning jointly with supervisors</td>
</tr>
<tr>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
</tr>
<tr>
<td>Formal observation(s) by evaluator, including performance feedback</td>
<td>Formal observation(s) by evaluator, including performance feedback. (Evaluators may choose not to do a formal observation of Educators on a Self-Directed or Directed Growth Plan)</td>
<td>Formal observation(s) by evaluator, including performance feedback.</td>
</tr>
<tr>
<td>Formative Assessment during the year</td>
<td>Formative Assessment at mid-cycle for teachers on a two year Self-Directed Plan and at the middle of a one year plan</td>
<td>Formative Assessment at mid-cycle</td>
</tr>
<tr>
<td>Summative Evaluation on each Standard and Overall and review with evaluator</td>
<td>Summative Evaluation and review with evaluator, at the end of the plan</td>
<td>Additional observation and feedback by Evaluator, focused specifically on all aspects of the Improvement Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Evaluation and review with evaluator, including performance feedback on Professional Culture Standard</td>
</tr>
</tbody>
</table>
Important Definitions

**Administrative Supervisor:**
Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, and other Supervising Administrators from the Collaborative for Educational Services.

**Artifact:**
A product that exists as a result of a coaches' work. An artifact is a natural by-product of a coaches' work; it is not created for the purpose of satisfying evaluation requirements. A teacher may use an artifact as an exemplar of her/his work. An artifact may provide evidence for more than one goal, standard, or indicator.

**Data:**
Evidence or facts used as the basis for reasoning, discussion, or planning.

**Mini-Observation:**
A brief informal process focused on documenting classroom observations that encourages reflective dialogue between the observer and the teacher. Classroom walkthroughs are conducted by Evaluators, Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and/or CES/SEIS Administrative Leadership.

**Educator Plan:**
A plan comprised of a set of goals and strategies that the educator will address in order to improve performance consistent with the priorities of the organization. The goals of this plan may also align with the educator's individual professional development plan goals required by the Commonwealth.

**Evaluator:**
A person primarily responsible for carrying out a component of an educator's evaluation, providing feedback to the educator, and assigning a rating at the end of each year. These may include Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and CES/SEIS Administrative Leadership. Each educator will have one Evaluator of record.

**Evidence:**
Documents, examples, observations, or artifacts that demonstrate or confirm the work of the person being evaluated, and support the professional judgment rating assigned by the evaluator on the given standard and/or indicator.

**Feedback:**
The information and recommendations provided to a coach about her/his performance on the evaluation, designed to recognize effective practice, assist the coach in improvement efforts, and determine professional development needs.
Formative Assessment:
The process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation.

Formative Evaluation:
The same as a Formative Assessment, except the educator is given a performance rating.

Goals:
Goal shall mean a specific, actionable, and measurable area of improvement as set forth in an educator's plan. They serve as targets for individual growth and development written in S.M.A.R.T. (Specific and Strategic, Measurable and Monitored, Action-oriented and Attainable, Rigorous, Realistic and Results-Focused, and Timed and Tracked) format, collaboratively developed with the educator's supervisor, aligned with agency goals and approved by the supervisor.

Improvement Plan:
A plan developed by a supervisor for the purpose of outlining specific actions and outcomes needed in order to improve the coaches' performance.

Observations:
Observations serve as opportunities for the coach to receive focused and constructive feedback and to engage in dialogue with the evaluator. Observation shall mean a data gathering process that includes notes and judgments made during one or more classroom or worksite visit(s) of any duration by the evaluator and may include examination of artifacts of practice. An observation may occur in person or through video. Observations are conducted by: Evaluators and Administrative Leadership.

1. Formal Observation
   A pre-scheduled observation of an entire class period that includes pre and post conferences with the Evaluator and coach. Formal observations include the following characteristics:

   a) Pre-Scheduled
      Written notification, including email, to the coach by the Evaluator of intent to observe.

   b) Pre-Observation Conference
      Before the formal observation, the Evaluator shall meet with the coach to discuss the coaches' lesson to be observed; and the coach will provide the Evaluator with a written lesson and unit plan for the class to be observed. The Evaluator may request additional artifacts relative to the formal observation tools that might not be readily observed during the classroom observation.

   c) Post-Observation Conference
      The coach and Evaluator shall discuss strengths of the teacher's performance and areas of strength and improvement relative to the formal observation and other relevant data.
2. **Mini-Observation**
   An observation of the educator of at least 10 minutes or more, which may be scheduled or unscheduled, that captures a snapshot of evidence of quality teaching and learning during the visit.

**Overall Performance Ratings:**
The following rating scale will be used to reflect the Evaluator’s professional judgment regarding the educators performance throughout the year and overall.

**(4) Exemplary**
Performance consistently and significantly exceeds the requirements of the standards or overall.

**(3) Proficient**
Performance fully and consistently meets the requirements of the standards or overall.

**(2) Needs Improvement**
Performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

**(1) Unsatisfactory**
Performance on a standard or overall has not significantly improved following the rating of needs improvement, or the educator’s performance is consistently below the requirements of a standard or overall is considered inadequate, or both.

**Portfolio:**
A collection of evidence or artifacts demonstrating coach growth and performance. Coaches will use the C-11 Directory of Evidence form for this purpose.

**Must Include:**
- Demonstration of progress towards Educator Plan goals, including, but not limited to 2 -3 pieces of evidence of student learning per goal and 3 -5 pieces of evidence per standard.
- Professional Development final product

**May include:**
- Other coach selected artifacts demonstrating coach performance relative to the Standards and Indicators of Effective Teaching

**Primary Evaluator:**
The person who determines the Educator’s performance ratings and evaluation.
Reflection:
The process an educator undertakes to make preliminary judgments about her/his individual practice relative to performance standards.

Rubric:
A scoring tool that describes characteristics of practice or artifacts at different levels of performance.

Self-Assessment:
The process of judging one’s own teaching performance and outcomes for the purpose of self-improvement and establishing one’s Educator Plan goals.

Summative Evaluation:
An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The Summative Evaluation includes the Primary Evaluator's judgments of the educator's performance against performance standards and the educator's attainment of goals set forth in the educator's plan.

Summative Evaluation Conference:
The conference between the teacher and supervisor to discuss, at a minimum, the coaches' most recent Educator Plan and related progress, summarize the evaluator’s findings over the course of the year, including evidence of the teacher’s performance on Standard 4: Professional Culture, and review artifacts submitted during the evaluation process, such as the educator portfolio.

Supervisors:
Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators and other Supervising Administrators from the Collaborative for Educational Services.
Three Coaching Stances: Instructive → Collaborative → Facilitative (ICF)

NTC created A Conceptual Framework for Differentiated Coaching by adapting the concepts of development, collaborative supervision of instruction, and adult learning principles, from the work of Carl Glickman.

<table>
<thead>
<tr>
<th>A CONCEPTUAL FRAMEWORK FOR DIFFERENTIATED COACHING</th>
<th>NEW TEACHER CENTER (NTC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructive</strong></td>
<td><strong>Collaborative</strong></td>
</tr>
<tr>
<td>Coach directs the interaction based on assessed needs.</td>
<td>Coach and teacher co-construct solutions and material.</td>
</tr>
<tr>
<td>Coach provides information about teaching or procedures.</td>
<td>Coach guides interaction without directing it.</td>
</tr>
</tbody>
</table>

The **Facilitative Stance** often begins with the coach assessing the teacher’s strengths and concerns. It drives when and how to move to either Collaborative or Instructive Stances.

Examples
- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher’s thinking
- Facilitate a group of teachers as they assess student work

The facilitative coaching model creates a learning space where the coach helps a teacher grow by building on their strengths. This model focuses on reflection, analysis, observation, and experimentation. For most educators, this is a natural stance in which we seek to improve our classroom practice. Having a coach to help guide through the process can lead to an ownership of the learning and more lasting results. Coaches understand their teacher’s Zone of Proximal Development (ZPD). Similar to a student’s independent versus instructional learning level, lies the teacher’s ZPD. The apt coach provides a gradual release of responsibility for the teacher. Also included in the umbrella of facilitative coaching is cognitive coaching where we seek to change ways of thinking. Cognitive coaching changes the ways a person behaves. One other modality encapsulated in facilitative coaching is ontological coaching which is a “study of being and focuses on how our way of being manifests in language, body, and emotions” (Aguilar 2013).

The Coach might move to a **Collaborative Stance** when working together provides an opportunity to guide the teacher in partnership. Co-planning a lesson, or role playing a student conversation are examples of the Collaborative Stance.
Examples
• Co-develop a lesson or curriculum unit
• Problem solve issues of practice
• Analyze examples of student work together
• Co-observe another teacher; debrief together

The collaborative coaching model creates a learning space where the coach works in partnership with a teacher to build their skills in teacher effectiveness. This approach may focus on both the coach and teacher reflecting on and analyzing student data and making instructional decisions collaboratively. The coach models being a collaborative learner, side by side with the teacher. This model may include co-planning a lesson or instructional unit and co-teaching aspects of a lesson together. Teachers really appreciate when a coach can demonstrate that they are willing and capable of planning for and teaching their students. The collaborative coaching stance also fosters trust and collegial relationship building between the teacher and coach.

It might be necessary to take an Instructive Stance. The Coach might provide resources for the teacher, or suggest watching a video of an effective teacher for later discussion, or perhaps offer a menu of suggestions, trusting the teacher will choose an option best suited for his or her class.

Examples
• Share a process for analyzing student work
• Model an instructional strategy
• Offer a menu of ways to differentiate instruction
• Share thinking that leads to a solution
• Reference current research
• Provide information

The coach is constantly assessing the teacher’s needs during a coaching conversation, and decisions must be made in the moment to take a stance best suited to those needs. There is no right or wrong stance at any given moment, but rather a fluid movement throughout the conversation. (This is also sometimes referred to as The Dance.)

When one thinks of coaching, instructive coaching is the model that comes to mind most often. In this model, the focus is on changing the teacher’s behavior. The coach is the “expert” in the room who provides resources, models lessons, and is generally a teacher to the teacher. While this approach pinpoints the skills that coaches come most prepared with (i.e. teaching), the lasting results are negligible for most teachers. While instructive coaching is necessary at times, in the long run Elena Aguilar argues that the “coaching did not expand the teacher’s internal capacity to reflect, make decisions, or explore her ways of being” (2013) In essence, the learning will rarely be internalized by the teacher.
Teacher identifies a challenge or growth area as a focus.

Instructional Coach and teacher delve deeper to understand the root causes of the area of focus.

Teacher and Instructional Coach analyze observational data together. Coach uses reflective questions to guide the teacher’s analysis of the data and support informed instructional decision making.

The coaching cycle is an iterative process.

Teacher and Instructional Coach collaborate to create a realistic and measurable goal that includes student learning outcomes based on the area of focus.

Teacher and Instructional Coach brainstorm actions that will help teacher achieve agreed-upon goals.

Teacher and coach problem-solve any possible barriers to achieving agreed-upon goals.

Teacher applies principles of UbD and UDL to generate ideas for the instructional plan with support from the coach.

Instructional Coach provides feedback.
The CES Job-Embedded Instructional Coaching Framework for DYS Settings

What is Job-Embedded Instructional Coaching?

Instructional Coaches are experienced, highly qualified general education and/or special education teachers trained to support teachers in incorporating research-based strategies into their instructional practice. They possess both content and pedagogical expertise and the interpersonal communication skills necessary to sustain a professional learning alliance with teachers through individual and personalized support. Coaches’ primary role is to work with general and special education teachers on their collaborative planning, instructional delivery, and performance assessment skills by sharing and demonstrating effective practices and strategies. They provide relevant, authentic evidence and resources, demonstrate and model instruction, observe and give feedback, and co-plan lessons/activities with teachers. Teachers use these coaching supports in planning, experimenting with, reflecting on, and sustaining intentional changes in their practice that directly link to future-ready outcomes for students (Schön, 1983). Because Instructional Coaches work with teachers onsite, in their programs, allowing teachers to implement what they’ve learned immediately, CES refers to this role as job-embedded instructional coaching (see Croft, Coggshall, Dolan, Powers, & Killion, 2010 for more).

What is the research that informs Instructional Coaching?

The CES model for instructional coaching is grounded in research on schools as “professional communities of practice,” in which professional development is most effective when it includes job-embedded components, uses deliberate, authentic practice tasks allowing for follow-up and continuous feedback, and focuses on student learning and connections to actual curriculum and practice (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; McLaughlin & Talbert, 1993; Neufeld & Roper, 2003). Lessons from research suggest that instructional coaching is valuable because it combines elements of effective professional development (e.g., meets teacher- and district-identified needs, happens more than once) with responsiveness to program-based needs, like those associated with instructional content, student demographics, and logistical constraints. The literature on coaching points to two outcomes of instructional coaching that are of particular interest to CES: (1) instructional coaching fosters the development of collaborative, reflective practice, and (2) a coaching model guided by data encourages the use of data analysis to inform practice, focusing on strategic areas of need that are suggested by evidence, rather than individual opinions (Barr, Simmons, and Zarrow, 2003; Neufeld & Roper, 2003).

Comprehensive value-added research on student achievement indicates that a teacher’s skill level is a very—if not the most—important contributor to student success (Rivkin, Hanushek, & Kain, 2005; Wright, Horn, and Sanders, 1997). To the extent that instructional coaching can enhance teachers’ skills, improved student achievement is likely. CES is committed to studying the enactment of coaching and its results in DYS settings, with an eye toward refining the framework.

Is the Instructional Coach an Evaluator?

The Instructional Coach is not an evaluator. Coaching is about growth and development; evaluation is about judging performance based on evidence. However, coaching services are designed to support teachers’ acquisition and refinement of essential skills described by the CES Teacher Evaluation System. Coaching needs are determined by teachers, teaching coordinators, and supervisors.
How does the framework for Instructional Coaching foster trusting relationships?
The instructional coaching process has been designed to provide a safe, trusting environment for teachers to work on improving their instructional practice. This collegial relationship allows teachers to honestly self-evaluate their practice, examine student learning data, reveal vulnerabilities, and request assistance without fear of performance details being shared with evaluators.

How do all teachers benefit from Instructional Coaching?
All teachers benefit from continual attention to professional growth. Instructional coaching provides structured and un-structured opportunities for teachers to reflect on their practice, get feedback from others, and collaboratively plan instruction to support ongoing student growth. For example, a Coach might facilitate a novice teacher’s observations of an experienced teacher’s classroom and subsequently guide a three-way debrief to promote collaborative reflective practice.

How does the framework for Job-Embedded Instructional Coaching work?
Job-embedded instructional coaching relies on a cycle of collaborative inquiry between the coach(es) and the teacher(s) onsite. It is designed to be responsive to a requested area of coaching focus and employs a wide range of coaching interactions focused on improving practice, coupled with high-fidelity feedback to support teachers in advancing professional teaching practice.

The cycle of collaborative inquiry generally includes the following coaching interactions:
1. Instructional Coach(es) collaboratively plans with teacher(s) on an aspect/component of practice, which may be informed by the teachers’ educator goals and self-assessment, and linked to a mini-unit or lesson plan or other need
2. Instructional Coach(es) models an aspect/component of practice or of the collaboratively planned mini-unit or lesson plan
3. Instructional Coach(es) debriefs with teacher(s) to foster reflection on the modeled lesson or specific aspect/component of practice
4. Instructional Coach(es) observes and debriefs implementation of mini-unit and/or lesson plan or specific aspect/component of practice to promote collaborative reflection
5. Instructional Coach(es) and teacher(s) establish subsequent action steps and goals

According to the interactions described above, DYS Instructional Coaches will tailor instructional coaching in any of the following ways:

Residency Coaching: Instructional Coach spends consecutive and/or multiple days—potentially over several weeks—at a program with the teacher or teachers. Because of the intensive nature of this type of coaching, pre-planning and coordination with the Teaching Coordinator is necessary to mitigate distractions from too many adults in a program.

Rotation Coaching: Instructional Coach works with a teacher for all or part of a day for a specific, timely coaching request. Multiple visits may be scheduled to address the area of identified professional need and complete the cycle of collaborative inquiry.
**Virtual Coaching**: Instructional Coach assists teacher(s) with one or more specific practices by phone, email, webinar, or Google Platform.

**SEIS Instructional Coaches** working in DYS or CHC host agencies will tailor instructional coaching in the following way: Each coach is assigned to a host agency. SEIS instructional coaching is embedded within programs, and focuses on teacher implementation of instructional and professional practices, curriculum materials, and assessment tools introduced in large group professional development. High-impact coaching entails a series of coach-teacher visits focused on a specific instructional activity. Visits typically incorporate pre-planning with a teacher, explanation, observation, modeling, feedback, and reflection. Communication systems are in place between coaches, mentors, supervisors and teachers to ensure coordinated support systems and to keep the work between coaches and teachers distinct from teacher evaluation functions.

SEIS Coaching Cycle: Instructional Coach provides on site, job embedded coaching to the SEIS teacher focused on authentic practice tasks that align with host agency priorities and address special education practice, instructional strategies, curriculum materials, and assessment tools which have been introduced in professional development session.

**How do Instructional Coaches, Teachers, and Supervisors Communicate?**

Because of the intensive nature of Residency Coaching, **DYS and SEIS Instructional Coaches working in DYS programs** will make every effort to schedule their visits two weeks in advance.

For Rotation Coaching, general education and special education Instructional Coaches schedule visits directly with teachers and update the Teaching Coordinators at least 48 hours in advance of a coaching visit. Instructional Coaches may also receive a specific coaching request from a teacher or supervisor (i.e., Teaching Coordinator or Coordinator). Coaching requests are documented in alignment with the CES Teacher Evaluation System and detail specific practices.

**General Educator** requests are communicated through the coaching feature on TeachPoint. The DYS Instructional Coach follows up with the teacher and, for transparency purposes, communicates the specific action steps s/he took in the Collaborative Coaching Log.

**Special Educator** requests are communicated on Google forms. The SEIS Instructional Coach follows up with the teacher and, for transparency purposes, communicates specific action steps s/he took in Google forms.

DYS and SEIS Instructional Coaches are also responsible for managing and sharing their coaching schedules using Google Calendar.

While all teachers benefit from coaching services, job-embedded coaching services are prioritized in the following ways. The following flowchart below illustrates how DYS coaches work with general education teachers to prioritize the type of services they are most likely to provide.
At A Glance SEIS Instructional Coaching Framework

The primary role of SEIS instructional coaches is coaching teachers. Their function is to create and sustain a non-evaluative partnership with teachers, in which the shared goal is preparing future-ready students through improved special education, content instruction and host agency collaboration. SEIS instructional coaches help teachers analyze data to assess the impact of instruction and adjust as needed, in a continuous cycle of inquiry designed to improve both teacher practice and student outcomes.

Key elements of the Instructional Coaching Framework are:

- Each instructional coach works within a single host agency.
- All SEIS teachers work with an instructional coach on site.
- SEIS instructional coaching supports teacher implementation of instructional practices, curriculum materials, and assessment tools.
- Consecutive coaching visits focus on a specific instructional activity and/or professional development practice task.
- Visits typically incorporate pre-planning with a teacher and are facilitated through explanation, observation, modeling, feedback, and reflection.
- Coaches, mentors, teachers and supervisors collaborate to ensure coordinated support systems and to keep the work between coaches and teachers distinct from teacher evaluation.
Theory of Change

- Focused in programs
- Supports all teachers
- Based in actual teaching practice
- Aligned with deliberate PD practice tasks
- Provides high-fidelity feedback
- Requires time and support

Coaching Outcomes

- Collaborative reflective practice increases
- Data use to inform classroom practice increases

Seis Goals

1. Curriculum/Instruction/Assessment across domains
2. Effective special education services
3. Improved student performance and program effectiveness through data and technology
4. Coordinated transition services
Research Base

- Research on student achievement clearly shows that educator skill is the single most important factor promoting student success (Wright, Horn, and Sanders, 1997)
- Instructional coaching fosters development of collaborative, reflective practice; coaching coherence is maintained by focusing on needs suggested by evidence (Barr, Simmons, and Zarrow, 2003)
- A practice-based approach – learning what students are doing and thinking—will lead to improved instruction in diverse classrooms (Ball and Cohen, 1999)
- Coaching supports deliberate practice tasks that focus on critical aspects of instructional practice and provides high fidelity feedback which leads to high levels of skill transfer and implementation of evidence-based strategies with fidelity (Knight, 2007; Joyce and Showers, 2002)

Resources


Appendix A
Implications of Evaluative Ratings Flowchart

Observations
- Demonstration of progress toward Educator Goals
- Additional evidence of professional practice and effectiveness

Summative Evaluation
- New/Developing Educator Plan
- Self-Directed and Directed Growth Plans
- Improvement Plan

Educator Goals
- Increased frequency of mini observation(s)
- Formal Observation(s)
- Annual Summative Evaluation
- New Teacher Induction

Educator Goals
- Mini observation(s)
- Possible Formal Observation(s)
- Summative Evaluation
- Eligible for TC or other leadership roles
- Formative Assessment

Educator Goals
- Teacher Improvement Plan
- Mini observation(s)
- Formal Observation(s)
- Annual Summative Evaluation
- Increased coaching and supervision

- Dismissed or demoted
- ADVANCES
- IMPROVES
- NEEDS IMPROVEMENT
- Does not demonstrate adequate, sustained progress

Appendix A
Implications of Evaluative Ratings Flowchart
### Appendix B

Forms are listed (roughly) in the order they will be used.

<table>
<thead>
<tr>
<th>FORM NAME</th>
<th>WHO IT APPLIES TO</th>
<th>WHO INITIATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Tracking Sheet</td>
<td>Evaluators</td>
<td>Evaluators</td>
</tr>
<tr>
<td>(Optional form for Evaluators to track submission of materials from teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Plan Form</td>
<td>All educators - Completed at beginning of cycle or if cycle changes</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(Sent to educator at beginning of year to indicate which plan he/she is on)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Improvement Plan</td>
<td>Educators on an Improvement Plan</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(developed for educator on an Improvement Plan by Evaluator)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Self-assessment</td>
<td>All educators</td>
<td>Educator</td>
</tr>
<tr>
<td>Educator Goal Setting Form</td>
<td>Educators on Self-Directed Plan</td>
<td>Educator</td>
</tr>
<tr>
<td>Definition of Smart Goals</td>
<td>For All</td>
<td>Educator or Primary Evaluator</td>
</tr>
<tr>
<td>(for reference - details requirements for SMART goals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation Report Form</td>
<td>For All</td>
<td>Any Supervisor/Admin/TC doing an Observation</td>
</tr>
<tr>
<td>Formal Observation Report Form</td>
<td>For All</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>Evaluator Record of Evidence</td>
<td>For evaluators to document anything other than an observation</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(used by Evaluator to document evidence from sources other than a classroom observation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directory of Evidence Form</td>
<td>Educator</td>
<td>Educator, TC</td>
</tr>
<tr>
<td>(Working document for educators to submit reflections and evidence for goals and standards. Can use same document for formative assessment, formative evaluation, or summative evaluation, sharing when ready)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artifact Cover Page</td>
<td>Educator</td>
<td>Educators</td>
</tr>
<tr>
<td>(Optional form for educators to submit any individual artifact for their Evaluators to see)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>For evaluator for educators on any 1 year plan or at evaluator discretion</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(to be used mid-year or mid-cycle, does not include a rating)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Response Form</td>
<td>For educator use (optional)</td>
<td>Educators</td>
</tr>
<tr>
<td>(Educators can attach responses to any other form or use this form to respond to anything from Evaluator or Supervisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator End-of-Year Evaluation Form</td>
<td>For all educators requiring formative evaluation or summative evaluation</td>
<td>Primary Evaluator</td>
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</tbody>
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FORM FLOWCHART EDUCATOR DIRECTED GROWTH PLAN

EDUCATOR DIRECTED GROWTH PLAN (ONE YEAR)

Evaluator:
- Educator Plan Form
  - Smart Goal Reference Form
- Evaluation Tracking Sheet
- Educator Initiated Goal Setting Form
- Observation Form
  - Evaluator Record of Evidence
- Formative Assessment Form
  - End-of-Year Evaluation (summative)

Educator:
- Educator Self-Assessment
- Educator Response Form
  - Artifact Cover Page
- Directory of Evidence Form
  - Evaluator Response Form (optional)
- Directory of Evidence Form

Time of Year
- September
- End of October
- Mid-May
- End of Year

FORM FLOWCHART EDUCATOR IMPROVEMENT PLAN

EDUCATOR IMPROVEMENT PLAN (NO MORE THAN ONE YEAR)

Evaluator:
- Educator Plan Form
  - Smart Goal Reference Form
  - Educator Improvement Plan
- Evaluation Tracking Sheet
  - Evaluator Initiated Goal Setting Form
- Observation Form
  - Evaluator Record of Evidence
- Formative Assessment Form
  - End-of-Year Evaluation (summative)

Educator:
- Educator Self-Assessment
- Educator Response Form
  - Artifact Cover Page
  - Directory of Evidence Form
  - Educator Response Form (optional)

Time of Year
- September
- End of October
- Mid-May
- End of Year
FORM FLOWCHART NEW/DEVELOPING EDUCATOR PLAN

NEW/DEVELOPING EDUCATOR PLAN (ONE YEAR PLAN, FOR FIRST THREE YEARS OF EMPLOYMENT)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Evaluation Tracking Sheet
- Evaluator Initiated Goal Setting Form
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form
- End-of-Year Evaluation (summative)

Educator:
- Educator Self-Assessment
- Educator Response Form
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year
- September
- End of October
- Mid-May
- End of Year

FORM FLOWCHART SELF-DIRECTED GROWTH PLAN

SELF DIRECTED GROWTH PLAN (2 YEARS) CYCLE ONE

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Evaluation Tracking Sheet
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form (optional)
- End-of-Year Evaluation Formative

Educator:
- Evaluee Initiated Goal Setting Form
- Educator Self-Assessment
- Educator Response Form
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year
- September
- End of October
- Mid-May
- End of Year
SELF DIRECTED GROWTH PLAN (2 YEARS) CYCLE TWO

Evaluator:
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form (optional)
- End-of-Year Evaluation (summative)

Educator:
- Educator Response Form
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year
- September
- End of October
- Mid-May
- End of Year

EDUCATOR SELF-DIRECTED GROWTH PLAN (ONE YEAR)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Evaluation Tracking Sheet
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form
- End-of-Year Evaluation (summative)

Educator:
- Educator Self-Assessment
- Evaluatee Initiated Goal Setting
- Educator Response Form (optional)
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)
- Directory of Evidence Form

Time of Year
- September
- End of October
- Mid-May
- End of Year