



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Instructional Coaches/Instructional Technology Coaches/New Teacher Mentors* 2015-2016

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Professional Development 10%	1. Preparation	2
	2. Presentations	3
Organization and Management 10%	3. Record Keeping	4
	4. Coaching Documentation Resources	5
Instructional Effectiveness 25%	5. Instructional Planning	6
	6. Instructional Strategies for Teaching	7
	7. Support of District Initiatives	8
Coaching Effectiveness 25%	8. Coaching Strategies	10
	9. Coaching Cycle	11
Professional Growth and Continuous Improvement 10%	10. Growing and Developing Professionally	11
	11. Exhibits Professional Behaviors and Efficiency	12
Interpersonal Skills 10%	12. Effective Interactions and Communications	13
	13. Collaborative and Professional Partnerships	14
Leadership 10%	14. Leadership Involvement	15

*For the purpose of this rubric, Instructional Technology Coaches and New Teacher Mentors are defined as Instructional Coaches.

Instructional Coach plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for assistance/support/professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/resources needed for training/meeting are prepared and available.	Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/materials/resources needed for training/meeting are prepared and available. Provides follow up materials/resources as needed.
Does not create professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
Provides random professional development opportunities.	Inconsistently matches professional development opportunities to staff's professional development needs.	Matches professional development opportunities to staff's professional development needs	Matches professional development opportunities to staff's professional development needs based on school data	Matches professional development opportunities to staff's professional development needs based on school data and the Site Improvement

Instructional Coach provides professional development opportunities for teachers.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instructional Coach does not present professional development</p> <p>Instructional Coach does not provide any evenings of professional development throughout the year.</p>	<p>Instructional Coach offers professional development at individual school sites.</p> <p>Instructional coach uses a singular mode for presenting professional development.</p> <p>Instructional Coach provides one after hours professional development opportunities each year.</p>	<p>Instructional Coach offers professional development at individual school sites.</p> <p>Instructional coach uses a singular mode for presenting professional development.</p> <p>Instructional Coach provides a minimum of two after hours professional development opportunities each year.</p>	<p>Instructional Coach creates and offers professional development for multiple school sites</p> <p>Instructional Coach uses multiple modes of professional development such as face to face and digital PD.</p> <p>Instructional Coach provides a minimum of three after hours professional development opportunities each year.</p>	<p>Instructional Coach creates and offers professional development at a district or regional level.</p> <p>Instructional Coach has a plan for follow through with teachers after face to face or digital PD.</p> <p>Instructional Coach provides four or more after hours professional development opportunities each year.</p>

Instructional Coach generates and maintains accurate records and analyzes data.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not utilize the required data tracking log	Instructional Coach sporadically completes the required coaching log with meeting information	Instructional Coach completes required data tracking log with daily meeting information.	Instructional Coach completes required data tracking log on a daily basis.	Instructional Coach completes required data tracking form on a daily basis and uses data to reflect on and improve practice.
Instructional Coach does not align teacher/coach interactions with teacher TLE indicators	Instructional Coach sometimes aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension	Instructional Coach aligns teacher/ coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension
Instructional Coach does not maintain an interaction log to account for teacher meetings	Instructional Coach maintains an Interaction log stating what times teacher meetings took place	Instructional Coach maintains an interaction log stating what times teacher meetings took place and the strategies offered	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, coaching tool used	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, completed coaching tool, follow up appointments and next steps

Instructional Coach uses effective tools to promote teachers as leaders and learners.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instructional Coach does not use coaching tools when working with certified teaching staff.</p> <p>Instructional Coach does not use coaching tools in a prescribed manner.</p>	<p>Instructional Coach inconsistently uses coaching tools when working with certified teaching staff.</p> <p>Instructional Coach inconsistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a coaching tool when working with certified teaching staff and provides copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a variety of coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps.</p>	<p>Instructional Coach consistently a skillfully uses a variety coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps. Instructional coach provides follow up to determine the effectiveness of certified staff's action steps.</p>

Instructional Coach collaborates with teachers to design rigorous, standards-based classroom instruction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not work with teachers in the design of lessons.</p> <p>Does not consider student background knowledge and experiences in instructional planning.</p> <p>Does not consider students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p> <p>Does not assist in data interpretation.</p>	<p>Assists teachers staff in the design of lesson plans or units.</p> <p>Makes the teachers aware of the importance students' background knowledge and experiences but does not provide procedures to obtain this information.</p> <p>Assists in interpreting data related to the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences but does not link it to instructional planning</p> <p>Assists in interpreting data, but does not assist the certified teaching staff in linking analysis to instructional planning.</p>	<p>Assists teachers in the design of lessons or units that are developmentally appropriate and align to the current state standards and district curriculum maps.</p> <p>Assists teachers with the creation of procedures that can be used to obtain students' background knowledge and experiences</p> <p>Assists the certified teaching staff in Instructional planning that draws upon an analysis of the students' preferred learning modalities, background knowledge and developmental readiness.</p> <p>Assists with certified teaching staff in interpreting data and its use in assessments and standards based instruction.</p>	<p>Collaborates with teachers in the design of lessons, units and long range plans that are developmentally appropriate and align to the current state standards and district curriculum maps.</p> <p>Collaborates with teachers to determine the appropriate tools to become familiar with students background knowledge and experiences.</p> <p>Collaborates to develop specific strategies, content, and delivery that will meet the needs of individual students based on the accurate analysis of the students' preferred learning modalities, background knowledge and developmental readiness.</p> <p>Collaborates with certified teaching staff in developing and analyzing a variety of formal and informal student assessment formats, including pre-assessment, formative assessment, and summative assessment to improve instruction.</p>	<p>Collaborates with teachers in the design of lessons, units and long range plans that are integrated, developmentally appropriate and align to the current state standards and district curriculum maps.</p> <p>Collaborates with teachers to make meaningful and relevant connections between the lesson content and background knowledge and experiences.</p> <p>Guides the certified teaching staff to differentiate instructional plans to meet students' preferred learning modalities, background knowledge and developmental readiness.</p> <p>Guides certified teaching staff to revise plans according to multiple data sources.</p>

Instructional Coach uses a variety of strategies to communicate research-based practices for professional development.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not provide instructional strategies.</p>	<p>Provides non-specific instructional strategies that diagnose primary and secondary flaws, but does not provide ways to increase overall effectiveness of teacher practice.</p>	<p>Provides a variety of specific instructional strategies to increase student engagement, student differentiation, and student achievement.</p>	<p>Provides clear and specific instructional strategies to increase student engagement, student differentiation, and student achievement. Monitors the effectiveness of and models strategies that apply to a variety of classroom situations, including independent, whole group, and small group instruction.</p>	<p>Provides clear research-based instructional strategies to increase student engagement, student differentiation, and student achievement. Assists certified teaching staff with and models strategies for a variety of classroom situations, including independent, whole group, and small group instruction. Assists certified teaching staff with and models tools to enhance active learning, questioning techniques, and/ or guided practice to involve all learners, as well as monitoring and adjustment techniques based on monitoring.</p>
<p>Does not support communication of similar messaging between certified teaching staff or in groups.</p>	<p>Inconsistently supports communicating similar messaging between certified teaching staff of the same grade or team.</p>	<p>Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team.</p>	<p>Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same content areas and grade levels. Supports horizontal or vertical articulation across content areas and grade levels.</p>	<p>Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team. Supports vertical and horizontal articulation across content areas and grade level configurations when appropriate.</p>
<p>Does not support certified teaching staff in implementing research based instructional strategies.</p>	<p>Minimally supports certified teaching staff in implementing research based instructional strategies.</p>	<p>Supports certified teaching staff in implementing research based instructional strategies.</p>	<p>Supports certified teaching staff in implementing, monitoring, and recognizing when research based instructional strategies are not meeting the needs of students.</p>	<p>Supports certified teaching staff in implementing, monitoring, reflecting on and adjusting research based instructional strategies to ensure the needs of students are being met.</p>

Instructional Coach supports District Initiatives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not demonstrate commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.</p> <p>Does not collaborate with other departments to ensure alignment of support to teachers around district initiatives.</p> <p>Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Inconsistently demonstrates commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement</p> <p>Inconsistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.</p> <p>Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.</p>	<p>Demonstrates commitment to TPS priorities for professional development by providing coaching and/or training opportunities for teachers aimed at student achievement.</p> <p>Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.</p> <p>Uses practices and procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Demonstrates commitment to TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.</p> <p>Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.</p> <p>Models and practices the procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Serves as champion for TPS priorities for professional development by consistently communicating the vision and mission of the professional learning department, and by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.</p> <p>Initiates opportunities to collaborate with other departments to ensure alignment of support to teachers around district initiatives.</p> <p>Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.</p>

Instructional Coach effectively uses coaching strategies to meet the needs of teachers.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not use coaching strategies when working with a teacher.	Inconsistent use of coaching strategies when working with teachers.	Instructional Coach consistently uses coaching strategies such as: providing resources, consultation and reflections.	Instructional Coach uses appropriate coaching language while utilizing coaching strategies such as: modeling, providing resources, consultation, individual reflections, and coach/teacher prescribed digital resources.	Instructional Coach uses appropriate coaching language while utilizing multiple coaching strategies such as: modeling, providing resources, consultation, individual reflections, coach/teacher prescribed digital resources, whisper coaching, and co-teaching.
Instructional Coach does not align coaching strategies to the needs of the teachers.	Instructional Coach inconsistently aligns coaching strategies to the needs of the teacher.	Instructional Coach consistently aligns coaching strategies to the needs of the teacher and individual circumstances.	Instructional coach analyzes previous interactions to determine appropriate coaching strategies to meet individual teacher needs.	Instructional coach analyzes previous interactions and creates a long term plan of action that will enhance teacher practice through the use of various coaching strategies.
Instructional Coach does not facilitate observation opportunities for individual teachers to observe peers.	Instructional Coach inconsistently facilitates observation opportunities for individual teachers to observe peers.	Instructional Coach consistently facilitates observation opportunities for individual teachers to observe peers.	Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.	Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.

9

Domain: **Coaching Effectiveness**

Dimension: **Observed Coaching Cycle**

Instructional Coach uses the observation coaching cycle when working with certified teaching staff.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not use the defined observation coaching cycle when working with teachers.	Instructional Coach uses only portions of the defined coaching cycle when working with teachers.	Instructional Coach completes all steps of the defined coaching cycle with the teachers.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.

Instructional Coach uses professional growth as an improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in any ongoing professional development.</p> <p>Does not participate in any peer coaching cycles.</p>	<p>Only participates in inconsistent or unintentional professional development.</p> <p>Does not participate in at least one peer coaching cycle per semester.</p>	<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Participates in at least one peer coaching cycle per semester.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions.</p>	<p>Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p> <p>Participates in at least one peer coaching cycle per semester, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences.</p> <p>Reflects on own strengths and weaknesses.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc.</p>	<p>In addition to participating in the required hours of professional development and additional training, the Instructional Coach makes a substantial contribution to the teaching or coaching profession.</p> <p>Participates in at least one peer coaching cycle, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.</p> <p>Reflects on own strengths and weaknesses and modifies professional activities accordingly.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.</p>

Note: Additional contributes to the teaching or coaching profession may include, but not necessarily be limited to activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include newsletters, informational resources for teachers, etc.

Instructional Coach exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3- Effective.</p> <p>Does not manage his/her own schedule to make efficient use of time.</p> <p>Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).</p>	<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.</p> <p>Inconsistently manages his/her own schedule to make efficient use of time.</p> <p>Inconsistently meets professional obligations (paper work, reports, and responses to requests for information).</p>	<p>Exhibits reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time.</p> <p>Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule both proactively and in response to the needs of professional staff.</p> <p>Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>

Instructional Coach promotes a collaborative work environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to teachers and makes no attempt to communicate professional development opportunities available.</p> <p>Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Inconsistently and/or inaccurately provides information to teachers and makes minimal attempt to communicate professional development opportunities available.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Complies with school procedures for communicating with certified teaching staff and makes an effort to support them in professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with certified teaching staff and support them in professional development opportunities.</p> <p>Interacts with certified teaching staff in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.</p>	<p>Communicates consistently and sensitively with certified teaching staff and uses multiple methods to support them in professional development opportunities.</p> <p>Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages certified teaching staff inquiries and responds in a timely and articulate manner.</p> <p>Works collaboratively with teachers, soliciting input and acting on that input to plan professional development and to promote professional learning communities with a sense of teacher ownership.</p>

Instructional Coach exhibits behaviors that build positive relationships among colleagues and certified teaching staff.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of Collaborative and professional partnerships as described in performance category 3 - Effective</p>	<p>Inconsistently builds trusting and confidential relationships among colleagues</p> <p>Does not manage time in an efficient manner</p> <p>Does not participate in collaborative protocols with colleagues.</p>	<p>Builds trusting and confidential relationships among colleagues and certified teaching staff</p> <p>Demonstrates efficient time management</p> <p>Participates in collaborative protocols with colleagues.</p> <p>Encourages the participation collaborative protocols among teachers.</p>	<p>Fosters trusting and confidential relationships among colleagues and certified teaching staff that creates a safe environment for certified teaching staff to request assistance.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time and honors the time of others.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols.</p> <p>Assists in the development of a collaborative group, utilizing protocols that meet the needs of teachers.</p>	<p>Sustains a trusting and confidential relationship among colleagues and certified teaching staff based on honesty and respect. Relationship allows certified teaching staff to openly reflect on individual practices to increase student learning.</p> <p>Manages his/her own schedule both proactively and in response to the needs of colleagues and certified teaching staff.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols. Relationships and trust formed through the use of protocols allows colleagues to openly reflect on circumstances to improve practice.</p> <p>Assists in the development of a teacher-driven collaborative group utilizing protocols that meet the needs of teachers. Provides follow up to maintain sustainability.</p>

Instructional Coach utilizes and promotes professional growth as an improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in Organization and Professional Development events.</p> <p>Avoids becoming involved in district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in Organization and Professional Development events when asked.</p> <p>Participates in district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution.</p> <p>Volunteers to participate in district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators while contributing to the profession and following through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution and assumes a leadership role.</p> <p>Volunteers to participate in district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p>