

Scoring Look-fors '20-'21

Entry 1A: Scoring Look-Fors

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> ○ the coach-candidate does not work with teachers as a partner ○ the coach-candidate ineffectively uses the Identify Questions to set a goal for students ○ the teacher does not select the teaching strategy to achieve the goal and/or is not provided with an Instructional Playbook to use to choose a strategy ○ the instructional playbook is incomplete or irrelevant and does not meet the needs of the coaching audience ○ the coach-candidate minimally analyzes and/or uses appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help the teacher get a clear picture of current reality and to choose a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate unevenly works with teachers as a partner ○ the coach-candidate partially or vaguely uses the Identify Questions to set a goal for students ○ the teacher selects the teaching strategy to achieve the goal, but an Instructional Playbook is not used to choose a strategy ○ the instructional playbook is incomplete and/or not clearly tied to the needs of the coaching audience ○ the coach-candidate unevenly analyzes and/or uses appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help the teacher get a clear picture of current reality and to choose a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate consistently works with teachers as a partner ○ the coach-candidate effectively uses the Identify Questions to set a goal for students ○ the teacher selects the teaching strategy to achieve the goal and is provided with an appropriate Instructional Playbook to use to choose a strategy ○ the instructional playbook is complete and minimally meets the needs of the coaching audience ○ the coach-candidate often analyzes and/or uses appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help the teacher get a clear picture of current reality and to choose a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate extensively works with teachers as a partner ○ the coach-candidate insightfully uses the Identify Questions to set a PEERS goal for students ○ the teacher selects the teaching strategy to achieve the goal by using a complete Instructional Playbook to use to choose a strategy ○ the instructional playbook is complete and thoroughly meets the needs of the coaching audience ○ the coach-candidate extensively and insightfully analyzes and/or uses appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help the teacher get a clear picture of current reality and to choose a

<ul style="list-style-type: none"> ○ the coach-candidate minimally uses a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions) ○ the coach-candidate does not share expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate inconsistently uses a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions) ○ the coach-candidate inconsistently shares expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate often uses a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions) ○ the coach-candidate often shares expertise with the teacher positioned as the decision-maker 	<p>data-gathering process for the PEERS goal</p> <ul style="list-style-type: none"> ○ the coach-candidate extensively uses a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions) ○ the coach-candidate effectively shares expertise with the teacher positioned as the decision-maker
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<p>“Complete” Instructional Playbook Look-Fors for Entry 1A</p> <p>Table of Contents</p> <ul style="list-style-type: none"> ● One page only ● Clearly lists categories of the areas in which the coach coaches most often and lists strategy options under each category <p>One-Page Summaries</p> <ul style="list-style-type: none"> ● One page only ● Clearly states research regarding the high level of impact of the strategy on students ● Provides enough information for teachers to make an informed choice among the strategies in that category <p>Checklists</p> <ul style="list-style-type: none"> ● Follow the guidelines of the Checklists for Checklists \CHASE: HYPERLINK TO FORMS FOLDER HERE\ ● Enough checklists included per strategy in relation to the complexity of that strategy <p>Explanation</p> <ul style="list-style-type: none"> ● One page only ● Coach-candidate specifically explains how the content of this Instructional Playbook meets the current needs of their coaching audience

Response for Entry 1B: Scoring Look-Fors

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> ○ the coach-candidate does not use a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goal ○ the coach-candidate does not encourage the teacher to modify the checklist according to student needs ○ the coach-candidate does not model the teaching strategy that the teacher chose to achieve the PEERS goal and/or not providing the teacher with the six modeling options from which to choose ○ the coach-candidate does not share expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate minimally uses a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goal ○ the coach-candidate provides little encouragement for the teacher to modify the checklist according to student needs ○ the coach-candidate minimally models the teaching strategy that the teacher chose to achieve the PEERS goal and/or provides the teacher with limited modeling options from which to choose ○ the coach-candidate inconsistently shares expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate consistently uses a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goal ○ the coach-candidate encourages the teacher to modify the checklist according to student needs ○ the coach-candidate effectively models the teaching strategy that the teacher chose to achieve the PEERS goal and provides the teacher with the six modeling options from which to choose ○ the coach-candidate consistently shares expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate thoroughly and dialogically uses a checklist to explain the teaching strategy that the teacher has chosen to achieve the PEERS goal ○ the coach-candidate significantly encourages the teacher to modify the checklist according to student needs ○ the coach-candidate thoroughly models the teaching strategy that the teacher chose to achieve the PEERS goal including providing the teacher with the six modeling options from which to choose ○ the coach-candidate effectively shares expertise with the teacher positioned as the decision-maker

Response for Entry 1C: Scoring Look-Fors

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> ○ the coach-candidate never begins coaching conversations by asking the teacher about the teacher's most pressing concerns. [Confirm Direction] ○ the coach-candidate does not assist the teacher in gathering and analyzing data on student progress toward the goal [Review Progress] ○ the coach-candidate does not assist the teacher in making modifications until students meet the goal [Invent Improvements] ○ the coach-candidate does not assist the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met [Plan Next Actions] ○ the coach-candidate does not use appropriate data to help the teacher get a clear picture of current reality ○ the coach-candidate does not help the teacher choose a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate sometimes begins coaching conversations by asking the teacher about the teacher's most pressing concerns. [Confirm Direction] ○ the coach-candidate minimally assists the teacher in gathering and analyzing data on student progress toward the goal [Review Progress] ○ the coach-candidate minimally assists the teacher in making modifications until students meet the goal [Invent Improvements] ○ the coach-candidate minimally assists the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met [Plan Next Actions] ○ the coach-candidate minimally uses appropriate data to help the teacher get a clear picture of current reality ○ the coach-candidate minimally assists the teacher choose a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate often begins coaching conversations by asking the teacher about the teacher's most pressing concerns. [Confirm Direction] ○ the coach-candidate effectively assists the teacher in gathering and analyzing data on student progress toward the goal [Review Progress] ○ the coach-candidate effectively assists the teacher in making modifications until students meet the goal [Invent Improvements] ○ the coach-candidate effectively assists the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met [Plan Next Actions] ○ the coach-candidate effectively uses appropriate data to help the teacher get a clear picture of current reality ○ the coach-candidate assists the teacher in choosing a data-gathering process for the PEERS goal 	<ul style="list-style-type: none"> ○ the coach-candidate always begins every coaching conversation by asking the teacher about the teacher's most pressing concerns. [Confirm Direction] ○ the coach-candidate extensively supports the teacher in gathering and analyzing data on student progress toward the goal [Review Progress] ○ the coach-candidate extensively supports the teacher in making modifications until students meet the goal [Invent Improvements] ○ the coach-candidate extensively supports the teacher in determining more long-term work on the goal as necessary or on future goals once the goal is met [Plan Next Actions] ○ the coach-candidate extensively uses appropriate data to help the teacher get a clear picture of current reality ○ the coach-candidate significantly assists the teacher

<ul style="list-style-type: none"> ○ the coach-candidate does not share expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate minimally shares expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> ○ the coach-candidate consistently shares expertise with the teacher positioned as the decision-maker 	<ul style="list-style-type: none"> in choosing a data-gathering process for the PEERS goal ○ the coach-candidate effectively shares expertise with the teacher positioned as the decision-maker ○ the coach-candidate effectively shares expertise with the teacher and clearly positions the teacher as the decision-maker
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Response for Entry 2: Scoring Look-Fors

Score of 1	Score of 2	Score of 3	Score of 4
<p>Communication</p> <ul style="list-style-type: none"> ○ the coach-candidate does not communicate about the coaching role regularly with school and system administrators and teachers ○ the coach-candidate does not communicate about the coaching approach regularly with school and system administrators and teachers ○ the coach-candidate does not communicate about the coaching process regularly with school and system administrators and teachers ○ the coach-candidate does not help foster a collaborative school culture 	<ul style="list-style-type: none"> ○ the coach-candidate minimally communicates about the coaching role regularly with school and system administrators and teachers ○ the coach-candidate minimally communicates about the coaching approach regularly with school and system administrators and teachers ○ the coach-candidate minimally communicates about the coaching process regularly with school and system administrators and teachers ○ the coach-candidate minimally fosters a collaborative school culture 	<ul style="list-style-type: none"> ○ the coach-candidate consistently communicates about the coaching role regularly with school and system administrators and teachers ○ the coach-candidate consistently communicates about the coaching approach regularly with school and system administrators and teachers ○ the coach-candidate consistently communicates about the coaching process regularly with school and system administrators and teachers ○ the coach-candidate consistently fosters a collaborative school culture 	<ul style="list-style-type: none"> ○ the coach-candidate extensively communicates about the coaching role regularly with school and system administrators and teachers ○ the coach-candidate extensively communicates about the coaching approach regularly with school and system administrators and teachers ○ the coach-candidate extensively communicates about the coaching process regularly with school and system administrators and teachers ○ the coach-candidate significantly fosters a collaborative school culture
<p>Role Clarity</p> <ul style="list-style-type: none"> ○ the coach-candidate does not work with school and/or district leadership to clarify the coach-candidate’s role within the school 	<ul style="list-style-type: none"> ○ the coach-candidate minimally works with school and/or district leadership to clarify the coach-candidate’s role within the school 	<ul style="list-style-type: none"> ○ the coach-candidate consistently works with school and/or district leadership to clarify the coach-candidate’s role within the school 	<ul style="list-style-type: none"> ○ the coach-candidate extensively works with school and/or district leadership to clarify the coach-candidate’s role within the school

<ul style="list-style-type: none"> ○ the coach-candidate does not work with school and/or district leadership to clarify how the coach-candidate should spend the time during the workday ○ the coach-candidate spends 1-25% of work time in Impact Cycles with teachers 	<ul style="list-style-type: none"> ○ the coach-candidate minimally works with school and/or district leadership to clarify how the coach-candidate should spend the time during the workday ○ the coach-candidate spends 26-45% of work time in Impact Cycles with teachers 	<ul style="list-style-type: none"> ○ the coach-candidate consistently works with school and/or district leadership to clarify how the coach-candidate should spend the time during the workday ○ the coach-candidate spends 46-59% of work time in Impact Cycles with teachers 	<ul style="list-style-type: none"> ○ the coach-candidate extensively works with school and/or district leadership to clarify how the coach-candidate should spend the time during the workday ○ the coach-candidate spends 60-100% of work time in Impact Cycles with teachers
<p>Confidentiality</p> <ul style="list-style-type: none"> ○ the coach-candidate does not work with school and/or district leadership to clarify the boundaries of confidentiality in coaching ○ the coach-candidate does not work with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers 	<ul style="list-style-type: none"> ○ the coach-candidate minimally works with school and/or district leadership to clarify the boundaries of confidentiality in coaching ○ the coach-candidate infrequently works with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers 	<ul style="list-style-type: none"> ○ the coach-candidate consistently works with school and/or district leadership to clarify the boundaries of confidentiality in coaching ○ the coach-candidate consistently works with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers 	<ul style="list-style-type: none"> ○ the coach-candidate extensively works with school and/or district leadership to clarify the boundaries of confidentiality in coaching ○ the coach-candidate extensively works with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers
<p>Partnership Approach</p> <ul style="list-style-type: none"> ○ the coach-candidate does not work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that the coach and leaders agree about what “instructional coaching” is 	<ul style="list-style-type: none"> ○ the coach-candidate infrequently works with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that the coach and leaders agree about what “instructional coaching” is 	<ul style="list-style-type: none"> ○ the coach-candidate consistently works with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that the coach and leaders agree about what “instructional coaching” is 	<ul style="list-style-type: none"> ○ the coach-candidate extensively works with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that the coach and leaders agree about what “instructional coaching” is

<ul style="list-style-type: none"> ○ the coach-candidate does not use a partnership approach in which the coach shares expertise dialogically ○ few or no teachers voluntarily choose to work with the coach-candidate and ○ the coach-candidate does not interact with teachers and leaders as a partner 	<ul style="list-style-type: none"> ○ the coach-candidate unevenly uses a partnership approach in which the coach shares expertise dialogically ○ a small but consistent number teachers voluntarily choose to work with the coach-candidate ○ the coach-candidate inconsistently interacts with teachers and leaders as a partner 	<ul style="list-style-type: none"> ○ the coach-candidate consistently embodies a partnership approach in which the coach shares expertise dialogically ○ an appropriate and growing number of teachers voluntarily choose to work with the coach-candidate ○ the coach-candidate consistently interacts with teachers and leaders as a partner 	<ul style="list-style-type: none"> ○ the coach-candidate thoroughly embodies a partnership approach in which the coach shares expertise dialogically ○ a significant and growing number of teachers voluntarily choose to work with the coach-candidate ○ the coach-candidate extensively interacts with teachers and leaders as a partner and not as an “expert”
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