Coaching Matters
Evaluation of Coaching

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Things To Remember

Evaluation of Coaching Program:

Evaluation of Individual Coach:
Part of creating and maintaining a coaching program is evaluating coaches’ effectiveness and evaluating the program’s effectiveness. After districts have invested in coaching, they also need to invest in evaluating how effective the coaching program and the coaches are. Evaluations yield data that can be used to plan, monitor, assess, and evaluate coaching’s costs, processes, and effects.

Evaluation is often overlooked until several years after the program has begun or until someone needs solid evidence about the program’s effects to weigh coaching against other improvement efforts vying for limited resources. The time to plan an evaluation of the coaching program and coaches is before the program is implemented — many crucial decisions are made during the planning phase that will affect the program evaluation.
All forms of evaluation give those in charge of coaching programs — and coaches — information to improve practices and results. Periodic, rigorous, scientific evaluations and informal feedback that emerge from conversations with teachers and principals help coaches improve their practices and increase results. Evaluation results are used to redesign and refocus the program for the future as evaluators learn what is working and what isn’t.

The most effective evaluations include formative evaluation of the coaching program and of coaches that includes constructive feedback from multiple sources and a summative evaluation of the coaching program and of coaches based on specified criteria. A rigorous evaluation incorporates ongoing analysis of formative data and periodic summative data.

Coach supervisors, principals, and the district coaching steering committee, if there is one, are responsible for examining coaching’s effectiveness. The steering committee also can communicate information about the program to all stakeholders (the steering committee is addressed in more detail in Chapter 2). An evaluation plan must be made public and the results of various assessments shared widely with all those affected by the program.

Evaluate the program

Begin the program design and evaluation by creating a theory of change. A program’s theory of change specifies what the program does to produce its results. It guides operational decisions about the program and is the framework for the program’s evaluation.

A theory of change and logic model

The theory of change is a map that helps define actions to be taken, the sequence for those actions, and the assumptions upon which the sequence is based. It details the program’s structure, professional development available to coaches and their principals, ongoing support for coaches, how coaches organize their workday, and other program components (Killion, 2012). In addition to the program’s theory of change, the program’s logic model adds specificity by delineating how each action within the theory of change generates changes in the knowledge, attitudes, skills, aspirations, and behaviors needed to accomplish the defined goals (Killion, 2012).

The theory of change is based on a set of assumptions that explains the actions and action sequence within the theory of change. For example, the coaching program’s goal is to improve student achievement, so core assumptions might include:

- Teachers are the most important factor influencing student achievement.
- Providing teachers support at the point closest to their interaction with students is the leverage point for increasing student achievement.
- Coaches focus on data-driven instruction aligned with standards for student learning.
- Coaches adapt their support of teachers to focus on curriculum, coherence, and consistency.
- Coaches use common conversation templates to provide support to teachers while adapting their work to meet teachers’ individual and team needs.
These assumptions guide coaches, their principals, the teachers they serve, and the coach champion, who then are able to identify what changes are expected in teachers’ knowledge, attitudes, skills, aspirations, and behaviors.

Program designers write a specific theory of change to explain how coaching is expected to lead to changes in teaching and student achievement. They then write specific goals and objectives.

**Goals and objectives**

When goals and objectives are clear, it is easier to design the program and evaluation and to outline the coaches’ work. Designing the program with clear, measurable goals creates the framework for evaluating the coaching program. Goals answer the questions:

- What is the program intended to accomplish?
- What are its intended results?
- Whom will the coaching program affect?

Clearly defined goals include one or more student learning goals and goals for teacher practice written in SMART goal format (specific, measurable, attainable, results-based, and time-bound) or with goals and SMART objectives. The box below, Example 1: Goals for coaching program, provides two models for how coaching program goals at the district, school, and classroom levels might look.

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<thead>
<tr>
<th>LEVEL</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
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</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>95% of students will improve their science performance by at least one level on the quarterly benchmark assessments in the next eight weeks.</td>
<td>100% of teachers will analyze student benchmark results and design instructional interventions to increase student science performance by at least one level on the quarterly benchmark assessments in the next quarter.</td>
</tr>
<tr>
<td>School</td>
<td>90% of students performing below proficient in science and math on the quarterly benchmark assessments will increase their performance by at least one level in the next quarter.</td>
<td>100% of teachers will implement data-driven instructional planning to narrow their focus of instruction in areas where students need the greatest attention in order to increase the performance of those students achieving below proficient on quarterly benchmark assessments.</td>
</tr>
<tr>
<td>District</td>
<td>90% of all students will perform at proficient or above on benchmark and end-of-year assessments in reading, math, and science by the end of the 2013-14 school year.</td>
<td>100% of the teachers will implement the district’s instructional framework in their classrooms daily as measured by principal walk-throughs, peer walk-throughs, and principal observations.</td>
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</tbody>
</table>
Example 2: Evaluation goals and evidence

This example describes how a district, principal, and coach might evaluate the effectiveness of a coaching program.

**The district establishes an overall learning goal for students:**
- 95% of students will perform at the proficient level or above on the state end-of-year reading assessment in comprehension by the end of the 2012-13 school year.

**The district specifies what evidence of success it will use:**
- Evidence of success will be scores on the end-of-year reading assessment in reading comprehension.

**The school has a school improvement goal:**
- 100% of students scoring below proficient will increase their scores on the end-of-year assessment by at least 15% each year for the next two years.

**The school specifies what evidence of success it will accept:**
- Summative evidence: Scores on the end-of-year reading assessment in reading comprehension.
- Formative evidence: Scores on benchmark assessments; student classroom work samples.

**The coach sets specific goals for changes in teaching that will achieve the district and school objectives, such as:**
- Over the next two years, 100% of teachers will increase accuracy (achieving a score of 3 on a 4-point rubric) and frequency (daily) in applying identified reading comprehension strategies as measured by principal classroom walk-throughs and peer and coach visits.

**The coach specifies acceptable evidence of success:**
- Summative evidence: Mean scores on end-of-the-year principal walk-throughs and summative scores on teacher self-assessment of frequency of use.
- Formative evidence: Coach feedback to teachers using rubric; peer feedback using rubric; teacher monthly self-assessment of frequency of use.

Using the program’s clear goals, the program designers determine what they hope to learn related to the goals — the basis of the evaluation. The questions to be answered may vary significantly depending on the audience. For example, school board members who want to know whether the district’s investment in coaching is paying off have different questions from a coach who wants to consider how well the work with teachers is going. Table 11.1 suggests some common questions about coaching that different audiences might have and evaluators may consider when designing the coaching program evaluation.
Chapter 11: Evaluating coaches and coaching

Evidence of effect
An effective evaluation is rigorous and ongoing. It uses multiple measures over time.

Every coach should establish goals that include clear and specific indicators of improvement in teachers' learning and practices (see Table 11.2). Principals and coaches may work together to write these goals using the SMART goal format and aligning the goals with school improvement plan goals intended to improve student achievement.

Progress on annual goals that lead to long-term desired outcomes needs to be measured so that the plan can be adjusted. One way to measure progress on annual goals is to use focus groups and

Table 11.1 Common coaching program evaluation questions by audience

<table>
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<tr>
<th>AUDIENCE</th>
<th>QUESTIONS</th>
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</table>
| School board      | - Are students of teachers who participate in coaching achieving at higher levels?  
|                   | - What factors contribute to variances in coaching across the district?                                                                 
|                   | - Should we continue to invest in coaching?                                                                                             
|                   | - Do teachers who have coaching support meet or exceed performance standards?                                                            |
| Coach champion    | - What types of support most benefit coaches?                                                                                           
|                   | - Is the coaching program being implemented with fidelity?                                                                                
|                   | - What coaching behaviors contribute to improved teaching and student learning?                                                           
|                   | - What is effective about the coaching at an individual building? What are the coaching challenges at an individual building?             |
| Principal         | - Is the coaching program being implemented with fidelity to its design?                                                                  
|                   | - Do teachers benefit from coaching support?                                                                                                
|                   | - Do students benefit when teachers have coaching support?                                                                               
|                   | - How are the school culture and teachers' willingness to collaborate changing as a result of coaching?                                    
|                   | - What support do coaches most need in order to be effective?                                                                            
|                   | - How does my support of the coaching program affect its success?                                                                        |
| Coaches           | - What effect does my support have on teachers, teaching, and student learning?                                                         
|                   | - Is student achievement improving with coaching support?                                                                                
|                   | - Is teaching effectiveness greater with coaching support?                                                                                
|                   | - Am I differentiating support to meet individual and teaching team needs?                                                               
|                   | - Do effects vary when I spend more time with individual teachers than with teaching teams?                                             
|                   | - How often do teachers follow through with the strategies we discuss?                                                                    
|                   | - How can I improve my support of teachers and increase their effectiveness and student achievement?                                       |

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questionnaires. Much of that information, however, is self-reported. Data from walk-throughs and observations can provide information about the level of use of coaching and the content of the coaching. Without knowing the program’s level of implementation, it’s impossible to measure coaching’s effect on student learning.

Teachers, principals, and coaches themselves can contribute to the evidence. When teachers have the chance to evaluate how effective the coaching they received is, they are more committed to the coaching program and share more about what kind of support is most helpful to them.

Students are another source of information. Survey students about teachers’ instructional strategies or have a focus group conversation to collect perception data about the coaching program.

Effective assessment plans incorporate a variety of data collected from multiple sources affected by coaching and include teachers, students, principals, documents, and formal and informal assessment results.

**Evaluate coaches**

In some places, coaches are hired using funds from special programs such as a STEM initiative or Title I. As a result, the person overseeing STEM or Title I may be the coaching program’s director. In other situations, the principal of the school supervises the coach in that building. In districts where coaches work in multiple schools, principals give input on the coach’s evaluation, but the central office staff member responsible for the coaching program is the coach’s official evaluator.

Regardless, clarity is essential about who formally supervises the coach program and coaches, as well as who provides input.

Coaches in most coaching programs face being evaluated using teacher standards. When coach evaluations use teacher standards, however, principals or other supervisors must extrapolate to apply those standards to coaching work, potentially making evaluations inconsistent. As the coaching program matures, principals and district human resources directors often realize that using teacher standards for coaches is inappropriate. Many districts have developed separate performance standards for coaches that befit their role. Jeffco (Jefferson County, Colo.) Public Schools uses a rubric to outline instructional coaches’ expected knowledge, skills, attitudes, and action. Fairfax County (Va.) Public Schools has standards specifically for coaches.

Establishing clear performance standards for coaches can help with decisions about coaches’ daily work, principals’ and colleagues’ expectations, and coaches’ ongoing professional learning and growth, as well as evaluation.

Coach evaluations should align with the district’s approved educator effectiveness system and evaluation guidelines. Some districts that include student achievement as a component of teacher and principal evaluations are considering whether...
student achievement also should be part of a coach’s evaluation. Several questions must be answered first:

- What is the coach’s role in the district?
- How do coaches spend their time?
- How focused is coaching on instruction and student learning?

In practice, many coaches spend a considerable amount of time away from their core work because they are asked to take on unrelated tasks. If districts are going to measure the coach’s success using student achievement, they must protect the coach’s time to ensure that he or she is able to focus on instruction and related work.

Some districts give coaches opportunities for a coach champion to observe them each month and have a coaching conversation focused on the coach’s work. Sometimes principals provide this support. In other districts, coaches take part in coaching labs where they periodically work with each other in order to sharpen and refine their practices. Ongoing observation and coaching of the coach help the coach refine his or her work.

Table 11.2 Sample coach goals, strategies, and portfolios

<table>
<thead>
<tr>
<th>STUDENT ACHIEVEMENT GOALS from the school improvement plan</th>
<th>TEACHER PROFESSIONAL LEARNING GOALS</th>
<th>COACH STRATEGIES</th>
<th>EVIDENCE FOR PORTFOLIO</th>
</tr>
</thead>
</table>
| From fall to spring, increase student achievement on benchmark assessments in comprehension by 10% over last year’s end-of-the-year scores. | Implement daily differentiated strategies to increase student comprehension. | Develop teachers’ understanding and implementation of differentiated strategies for improving student comprehension through monthly whole school or team-specific professional learning. | • Schedule  
• Syllabi  
• Materials used  
• Teacher feedback on professional learning sessions  
Provide teams with weekly planning support to implement the strategies.  
Log of planning sessions showing:  
• List of teachers attending  
• Topics discussed  
• Decisions made  
• Follow-up support requested |
<table>
<thead>
<tr>
<th>STUDENT ACHIEVEMENT GOALS</th>
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<th>COACH STRATEGIES</th>
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</tr>
</thead>
</table>
| Increase by 15% the number of students scoring at the proficient level on the math end-of-the-year assessment. | Increase teacher use of formative assessments to determine student learning needs. | Model strategies in teachers’ classrooms at their request. | Log showing:  
- List of requests for modeling  
- Date and time of model lesson  
- Date and time of debriefing  
- Summary of debriefing comments from teacher and coach  
- Schedule of coaching sessions  
- Focus of coaching session  
- Follow-up support requested  
- Compilation of staff survey on coach support  
- Student benchmark reading scores, specifically comprehension  
- End-of-year reading scores, specifically on comprehension |
| Redesign instruction to address learning gaps. | Meet with teaching teams to design course-specific formative assessments for four units. | Log showing:  
- Team meeting logs  
- Materials  
- Decisions  
- Follow-up requested  
- Formative assessments |
### Table 11.2 Sample coach goals, strategies, and portfolios (cont’d)

<table>
<thead>
<tr>
<th>STUDENT ACHIEVEMENT GOALS</th>
<th>TEACHER PROFESSIONAL LEARNING GOALS</th>
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</tr>
</thead>
</table>
| Redesign student assignments to align more closely with standards. | Meet with teaching teams to interpret the results of formative assessments at the end of the four units. Plan the next instructional unit to address gaps. Include in the units student assignments that are focused more closely on math standards. | - Team meeting logs  
- Materials used  
- Decisions  
- Follow-up requested  
- Analysis of formative assessment data  
- New unit plans specifying ways to address gaps  
- Redesigned student assignments with indicators of standards for each assignment addresses written in student-friendly language | |
| Alter grading practices to give students more standards-focused feedback. | Revamp grading practices to include standards-based grading written in student-friendly language to share with students and parents, guidelines for specific feedback to include on student work, and rubrics written in student-friendly language to use for the four units during the school year. | - Standards-based grading plan  
- Feedback guidelines  
- Sample feedback given to students on assignments  
- Rubrics for four units  
- Compilation of staff surveys on coach support  
- Student benchmark and end-of-year scores, with percentage of students moving from below proficient to proficient and above | |
COACHING MATTERS

Use time log as reflection tool

Ask yourself:

• How does my work show that I am contributing to school improvement goals?

• Based on the data in my log, what example do I have that demonstrates that my work aligns closely with a team’s or teacher’s goals with whom I worked frequently? What data support the connection I am making?

• Based on these data, what might I change to align my work more closely with school, team, and individual goals for student achievement?

• What do these data tell me about my own goals for coaching? What would I consider a strength and an area for improvement?

• What factors contributed to the data? What circumstances helped or hindered my work during this period?

• What changes do I plan to make? What in the data tell me these changes are needed?

• What support will I want in order to make these changes?

Many coaching programs also ask coaches to report in a weekly or monthly log how they spend their time. Even if coaches are not required to submit time logs, they may track their own time in order to reflect on their work. Logs can offer supervisors and coaches valuable information to monitor and support coaches’ work.

One instructional coach, for example, noted that he spent most of his time on areas related to students’ reading performance, regardless of whether he was working with math, science, social studies, or language arts teachers. He talked with his principal about adding staff professional learning schoolwide on integrating pre- and post-reading strategies to push students to engage in more cognitively demanding tasks. This coach’s review of his log helped him to see the pattern of requests for help with reading.

In addition to summative evaluations, coaches benefit from frequent and specific feedback from teachers and principals. Examining evidence in collaboration with teachers and principals is a good way for coaches to engage in continuous improvement.

Teacher feedback is an important feature of formative and summative assessments of a coach’s effectiveness because teachers are a coach’s primary clients. Teacher feedback can be anonymous and collected and compiled periodically during a school year. Coaches can get teacher feedback only as formative feedback or in their summative evaluation if stakeholders have developed clearly delineated agreements and parameters in advance about collecting and using feedback.

Teacher feedback can be collected in numerous ways, from using individual feedback forms after each interaction to using an overall feedback survey several times a year. Some methods are more appropriate for formative or summative evaluations of the coaching program, rather than
for summative evaluation of the coach. For example, more qualitative feedback that often is more detailed and constructive helps in formative evaluations because these data might guide a coach to make immediate changes in practice. More quantitative feedback, such as the number of times a teacher worked with a coach, might be more useful in summative evaluations because it provides information over time.

Coaches also often ask for feedback in their individual and team conversations with teachers, especially through questions such as:

- Tell me how I can be more helpful in our next …
- What was most helpful to you in our time together today? What was least helpful?
- Given your learning preferences and goals, what do you want more of the next time we meet?
- There was a time today when you expressed confusion. Can you share with me how I might have contributed to that so that I can continue to grow as a coach?

Coaches can collect this informal feedback to reflect on and analyze their practices and to identify steps they need to take to become more effective. Coaches often miss opportunities to ask for in-the-moment feedback and hear teachers’ perspectives on their work.

In addition to in-the-moment feedback from teachers, coaches can seek regular feedback from their principals and central office supervisors. Because these administrators have a different view of the coach’s work and have specific expectations, they can offer important feedback. The coach might set up periodic meetings throughout a school year to focus specifically on formative feedback. These meetings may be part of a formal performance review or evaluation, but even if they are not, the coach still needs opportunities for formative feedback from supervisory personnel in addition to feedback from teachers.

When evaluators collect more formal feedback about the coaching program, coaches may be able to help supervisors and the coach champion analyze data from the surveys, interviews, or focus groups and use the data to think about ways to improve their own practices.

The more opportunities coaches have for formative feedback and support, the more quickly they will become master coaches with a laser focus on improving student learning.

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**Formative and summative evaluations**

When coaches use formative and summative evidence to reflect on one’s effectiveness and results, they model for teachers the professional practice of frequently analyzing one’s practice and ongoing learning. Formative and summative assessments of coaches’ work help schools and districts support coaches’ development and strengthen the coaching program.

Formative assessments include work samples, ongoing feedback from teachers and principals, individual and team reflections about the effectiveness of their practices, and student formative achievement data.

Summative assessment takes place within the coach’s regular formal personnel evaluation and is aligned with the district’s personnel evaluation policies and procedures.
Marcos Garcia has been an instructional coach in his elementary school for four years. His large, urban district invested in supporting teachers by hiring a full-time instructional coach for every school and providing the coaches with extensive training to fill the roles of data coach, instructional specialist, learning facilitator and catalyst for change. The coaches, while housed in schools, are supervised by central office staff to support implementation of district curriculum initiatives.

As a coach, Garcia worked with almost all of the teachers in his building. Although some were more resistant than others, most were pleased with his support. Some experienced teachers, empathizing with new teachers’ many challenges, gave up their coaching time so new teachers had more opportunities to work with Garcia.

When the district faced serious financial issues, some teachers in Garcia’s school asked the teachers association to call for coaches to return to full-time classroom teaching. The teachers acknowledged that the coaches were gifted teachers and that their talents would benefit students. Association leaders also believed the coaches should serve students directly so the budget crisis didn’t increase the student-teacher ratio. Some teachers in Garcia’s school also told the association that they believed he could do more to improve student achievement by working directly with students in the classroom rather than supporting teachers. Association leaders then asked the district for evidence of the coaches’ impact on classroom instruction and student learning.

In response, the district developed a coach evaluation rubric aligned with the program’s defined outcomes. District leaders piloted and revised the instrument based on comments from coaches, coach evaluators, and school administrators. The district planned to use the rubric in the following school year after sharing it with teachers and coaches.
The association and district agreed to study the coaching program. The district hired an external consultant to evaluate the program, beginning with focus groups of all personnel who interacted with coaches. Leaders shared the focus group results with all district employees in an email in an effort to be transparent. They then implemented the focus groups’ recommendations that had no budgetary implication and agreed to study recommendations that affected the budget. One major recommendation to be implemented was to ensure that all teachers had a choice in how to work with their coach.

Garcia, excited about giving teachers options for how to work with him, began a list of different supports he provided. He shared his list with the school staff and asked for additional ideas that he then compiled and posted on his coaching Web page. He also included the list on the back of his coaching request forms. Garcia was most excited that he would be able to work with teacher teams on lesson study, data dialogues, designing interventions, reviewing student work, and planning units while continuing to demonstrate lessons, co-teach, design differentiation, and conduct individual observations and conferences.

The district also implemented a recommendation to have coaches use a teacher survey to collect feedback on their practices. Garcia volunteered to serve on the committee to draft and pilot the survey prior to it being used districtwide the following school year.

As the district moved forward with its coaching program, Garcia realized that the district’s deliberate efforts to evaluate and revise coaches’ work gave him the information he needed to adjust his work each day and gave the district data to measure coaches’ overall effectiveness as a lever for improving student learning.
Reflection questions

• What questions did the district’s evaluation of the coaching program and coaches attempt to answer? What kind of questions would need to be included on a survey to answer them?

• What data are available in your school or district that would provide the kind of information that Garcia’s association is asking for?

• How might Garcia have helped his colleagues understand how coaches support student achievement?

• What factors, besides the budget deficit, may be contributing to the teachers association's interest in evaluating the coaching program in this scenario?

• What are the advantages to having the district, association, and coaches agree to work together to design the evaluation survey? What are the potential problems in this arrangement?
Central office administrators

- Plan and implement a coaching program evaluation to assess how well the program achieved its goals and provide annual data that can be used to continually improve the program. Evaluate the program every three to five years.
- Create evaluation instruments that align with the program’s goals. Pilot and then revise the instruments so they provide relevant, useful, valid, and reliable information to use to continually improve the program.
- Set the expectation that coaches seek and use regular feedback (at least twice a year) from the teachers they serve. Support coaches in developing or accessing instruments for gathering teacher feedback. Have reflective conversations with coaches about what they are learning from the feedback.
- Expect coach champions to be on site for a significant amount of time so they may observe coaches and provide constructive feedback and support.
- Set the expectation that the coach champion will meet with the principal and coach several times each school year to review and document the coach’s work.
- Establish criteria and procedures for evaluating coaches, and delineate the principal’s and coach champion’s roles related to coaches’ evaluations.
- Establish and monitor an expectation that principals meet several times per year with coaches and coach champions to provide feedback to coaches about their work and to the coach champion about the coaching program.
- Create an exemplar of a coach’s written evaluation.
- Evaluate the coach champion.

Building administrators

- Meet with your coach weekly to give feedback on his or her work and how it is affecting teachers and students.
- Provide simultaneous feedback to the coach and teacher.
- Meet with champions several times each year to review the fidelity of the program.

Recommendations for coaches

- Meet regularly with your principal for feedback.
- Seek and use teachers’ feedback to improve your practice and to model how to ask for and use continual feedback.
- Study the program and coach evaluation rubrics or criteria to guide your actions.
- Approach conflict as a problem to solve, and seek a constructive, collaborative resolution.
- Align your work with district and school goals and with your own values.
## TOOL INDEX

### Chapter 11

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<td>11.1 SMART goals template</td>
<td>Study the components of a SMART goal and use this form to plan one.</td>
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<tr>
<td>11.2 Tools for measuring the impact of coaching on teaching and learning</td>
<td>Read this outline of a variety of ways to measure the impact of the coaching program.</td>
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<tr>
<td>11.3 Principal interview questions about the effectiveness of the coaching program</td>
<td>Use questions such as these to collect feedback from principals about the effectiveness of the coaching program.</td>
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<tr>
<td>11.4 Goal-setting template</td>
<td>Use this template to set specific goals for a coach supporting a teacher's or team's efforts to increase student achievement.</td>
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<tr>
<td>11.5 Focus group questions</td>
<td>Use data from answers to focus group questions such as these for teachers, principals, and other coaches to revise your coaching program.</td>
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<td>11.6 Levels of Use framework</td>
<td>Assess the level of implementation of a school initiative.</td>
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<tr>
<td>11.7 Coach reflection template</td>
<td>Keep a record of completed work and next steps for teams or individuals.</td>
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To download tools, see [www.learningforward.org/publications/coachingmatters](http://www.learningforward.org/publications/coachingmatters)
## DPS Framework for Effective Coaching

### Overview

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<th>EXPECTATION</th>
<th>INDICATOR</th>
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<td><strong>LEARNING</strong></td>
<td><strong>KNOWLEDGE</strong></td>
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<tr>
<td></td>
<td>L.1</td>
<td>Demonstrates pedagogical knowledge using the Framework for Effective Instruction and the principles of differentiated strategies.</td>
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<td></td>
<td>L.2</td>
<td>Demonstrates knowledge of content (DPS curriculum and best practices).</td>
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<td>L.3</td>
<td>Demonstrates knowledge of Common Core State Standards.</td>
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<td>L.4</td>
<td>Demonstrates knowledge of supporting English Language Learners.</td>
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<td>Demonstrates knowledge of Cultural Responsive Pedagogy.</td>
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<td><strong>GROWTH</strong></td>
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<td></td>
<td>L.6</td>
<td>Demonstrates a learner’s stance and uses reflective practices to learn.</td>
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<td>L.7</td>
<td>Demonstrates a desire and development of learning that will best leverage coaching for positive change.</td>
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<tr>
<td><strong>SKILLS</strong></td>
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<td></td>
<td>C.1</td>
<td>Builds trust and respect with teachers so that teachers and teams initiate interactions.</td>
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<td>C.2</td>
<td>Co-plans and co-teaches as well as provide demonstration lessons.</td>
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<td></td>
<td>C.3</td>
<td>Provides specific and timely feedback based on teachers’ goals.</td>
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<td>C.4</td>
<td>Honors teachers as the primary problem solver and uses a variety of coaching tools to promote reflection and learning.</td>
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<td>C.5</td>
<td>Supports teachers using formative and summative data to plan for instruction.</td>
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<tr>
<td><strong>Coaching</strong></td>
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<td></td>
<td>C.6</td>
<td>Coaching is focused on student achievement and aligned to UIP.</td>
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<td>C.7</td>
<td>Uses Gradual Release of Responsibility and meta-coaching to develop leadership capacity of teachers.</td>
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<td>C.8</td>
<td>Understands and applies the principles of adult learning when designing and implementing professional development.</td>
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<td></td>
<td>C.9</td>
<td>Applies the principles of differentiated instruction when coaching teachers to address the needs of all students including ELLs, students with special needs, and students of diverse backgrounds and cultures.</td>
</tr>
<tr>
<td></td>
<td>C.10</td>
<td>Coaching builds collective efficacy.</td>
</tr>
<tr>
<td></td>
<td>C.11</td>
<td>Demonstrates effective implementation of PLCs, data teams, and RtI structures.</td>
</tr>
<tr>
<td></td>
<td>C.12</td>
<td>Understands the change process and is sensitive to where teachers are in the process; is a positive catalyst for change.</td>
</tr>
<tr>
<td></td>
<td>C.13</td>
<td>Structures opportunities for teachers to learn from each other using norms, agendas, and protocols.</td>
</tr>
<tr>
<td>DOMAIN</td>
<td>EXPECTATION</td>
<td>INDICATOR</td>
</tr>
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<td>--------</td>
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</tr>
<tr>
<td></td>
<td>P.1</td>
<td>Prioritizes schedule to allow for sustained coaching activities, including coaching cycles and effective PLCs that impact student learning.</td>
</tr>
<tr>
<td></td>
<td>P.2</td>
<td>Spends 75% or more of the time working directly with teachers on activities that impact student learning.</td>
</tr>
<tr>
<td></td>
<td>P.3</td>
<td>Attends school and TEC team meetings on time and is present as a positive contributor.</td>
</tr>
<tr>
<td></td>
<td>P.4</td>
<td>Uses coaching logs to document movement towards goals and impact on instruction and student learning.</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>P.5</td>
<td>Listens more than talks, asks reflective questions, paraphrases and pauses appropriately, and creates a culture of professional inquiry.</td>
</tr>
<tr>
<td></td>
<td>P.6</td>
<td>Attends district trainings and positively models high engagement and contribution to the learning.</td>
</tr>
<tr>
<td></td>
<td>P.7</td>
<td>Maintains a clear distinction as a supportive peer and not an evaluator by honoring confidentiality.</td>
</tr>
<tr>
<td></td>
<td>P.8</td>
<td>Creates opportunity for follow-up for teachers to support their implementation of the skills learned in PD.</td>
</tr>
<tr>
<td></td>
<td>P.9</td>
<td>Is proactive in working with the school leadership in order to impact school-wide improvement.</td>
</tr>
<tr>
<td></td>
<td>P.10</td>
<td>Listens effectively, demonstrates trustworthiness, demonstrates a learning attitude, and displays adaptive thinking.</td>
</tr>
</tbody>
</table>
Draft Director Goals September 9th

1. **Goal:** Differentiate support for highest need schools, TECs, and Network TECs

   **Description:** Increase site visits, tighten collaboration with TEC, increase coaching, Assess TEC needs and align supports, utilize Agreements, increase communication with school leaders

   **Expected results:**
   (These are more than we will use, but want to give many options for measurement)

   - 90% of teachers will report at least satisfaction on TEC support on program TEC survey.
   - 100% of TECs will utilize an Agreement System/Structure to be proactive in planning for the support and to progress monitor.
   - 100% of the identified schools will increase SPF growth in the content area on the UIP.
   - 100% of identified will increase LEAP trend data for school’s area of focus will increase from window 1-3.
   - Survey of highest need TECs on our support and use data to inform support systems
   - 100% support partner network UIPs will indicate a standards based approach to school improvement

2. **Shift Our Teaching Practices.** Implementation of the Common Core and Colorado Academic Standards for ALL STUDENTS

   **Description:** 100% of TECs will show demonstrated progress in increasing their understanding and implementation of WIDA, CCSS and CAS shifts through TEC PD, TLA, and alignment to UIP

   **Expected Results:**

   - 100% of TECs will report increased implementation and stronger understanding of standards through a TEC survey
   - Provide differentiated standards learning opportunities at least once month.
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**Description:** TEC team will co-create the Coaching/Facilitation Framework based on research and experience of the TEC team. Each TEC will towards setting 1-2 goals on the Coaching/Facilitation Framework. Directors provide targeted feedback based on the language.

**Expected Result**
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- 100% TECs will set 1-2 goals based on the Coaching/Facilitation Framework and provide supporting documentation of their work on the goal.

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**Description:** I will grow in my leadership effectiveness to develop a higher performing team and through my expanded roles.

**Expected Results:**
- Values based Survey from TEC team
- 360 degree pre/post survey shows growth (encourage the heart, model the way, inspire a shared vision, ______, _____)
- Through my Self reflection I will identify 2 areas to focus on and set
- Mario evaluation
- Positive feedback from Affinity groups feedback and CAO Senior partner
- Priority committee

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**Leadership**

**Description:** I will grow in my leadership effectiveness to develop a higher performing team and through my expanded roles by using feedback to inform my planning.

**Expected Results:**
- 360 degree pre/post survey shows growth (encourage the heart, model the way, inspire a shared vision, ______)
- Case study of TEC Institute, New TEC support, Partner work
- Mario evaluation
<table>
<thead>
<tr>
<th>Week of</th>
<th>Coaching</th>
<th>Training</th>
<th>Other</th>
<th>% of Time Spent</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Individual Group</td>
<td>Small Group</td>
<td>Whole Group</td>
<td>Coach's Professional Learning</td>
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</table>

Column Totals: 0 0 0 0 0 0 0 0 0 0 0 0 0 0

AVERAGE for 1st TRI: #DIV/0! #DIV/0!
AVERAGE for 2nd TRI: #DIV/0! #DIV/0!

Record hours spent per week.
Record percentages.

The table above shows the percentage of time spent in various activities such as individual and group coaching, small group, whole group, coach's professional learning, planning time, PST meetings, meetings with admin, other meetings, and other activities. The table also includes column totals and average percentages for the first and second tri-weekly periods.
Percentage of time doing the following tasks (Total should equal 100%)

- Instructional Coaching
- Other PD
- School Leadership
- Teacher Leadership
- Professional Learning Communities
- Personal Planning / Documentation of your work
- Other Work (Please explain in question 12)
<table>
<thead>
<tr>
<th>TEC Work</th>
<th>Sept- December</th>
<th>January – May</th>
<th>Change</th>
</tr>
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<tr>
<td>Coaching</td>
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<td>34%</td>
<td>0%</td>
</tr>
<tr>
<td>PCK</td>
<td>16%</td>
<td>21%</td>
<td>+5%</td>
</tr>
<tr>
<td>Other PD</td>
<td>25%</td>
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<td>0%</td>
</tr>
<tr>
<td>Leadership</td>
<td>18%</td>
<td>22%</td>
<td>+4%</td>
</tr>
<tr>
<td>TLs</td>
<td>17%</td>
<td>20%</td>
<td>+3%</td>
</tr>
<tr>
<td>PLCs</td>
<td>20%</td>
<td>33%</td>
<td>+13%</td>
</tr>
<tr>
<td>Planning</td>
<td>9%</td>
<td>7%</td>
<td>-2%</td>
</tr>
</tbody>
</table>
Of 63 principal responses, 59 shared specific outcomes produced by the TEC. 4 Principals skipped question

A sampling of the feedback:

– “Developing school-wide systems to monitor student growth and instruction.”
– “Development of Data Teams.”
– “Helped make connections between PCK, TLA, and UIP.”
– “Identified Teacher Leaders and now developing skills.”
– “Support new teachers.”
– “First learning lab for school.”
– “Keep focus on differentiated pd and UIP goals.”
– “Developed PD calendar.”
– “Helped us organize our PCK and data collection.”
– “Training PLC facilitators.”
– “Analyzing student achievement data.”
– “Kept focus on continual learning for all.”
Adjustments Based on Data

• Increase PLC (Team) Coaching
  – TECs coaching towards team goals; TECs decreasing isolated instructional coaching
  – Team Coaching PD; UIP and Agreement goal

• Increase PCK Coaching
  – PCK PD emphasis

• Increased focus on Teacher Leadership
  • Gradual release of TLs to take on more PD roles
  • Identify new teacher leaders and develop skills

• Increase School Leadership Support
  – Time and Trust of TECs
The mid-year checkpoint discussion is an opportunity to reflect meaningfully about progress to date against goals, to review and adjust goals, as necessary, and to discuss ways in which the DPS Shared Core Values may be incorporated more fully into our daily work. This guide may be used to support employee reflections. Supervisors may forward these questions to their direct reports to support their own reflections in advance of the midyear meeting or use these questions as a guide for the conversation. **Midyear conversations should be completed no later than Thursday, February 28.**

1. Discuss progress against identified year-end goals, milestones and performance indicators. What are the key accomplishments to date?

   **Comments:** My greatest accomplishments to this point has been my work with:

   **Hallett**
   - Grade level team meeting; improvement from teachers meeting with the lack of deepening their understanding of data mining, and analyzing the numbers, to moving more effectively to collaborating with grade level partners and discussing the instructional strategy used, into teacher instructional coaching support with TEC
   - Use of the Constructed Response Question as a Weekly Assessment
   - A Common Tracking System Used by most Teams

   **Smiley**
   - Agreement of Teams to Implement Write to Read Program to their Students
   - Collaborate and agree on a process and role responsibility pre teacher, (NT, Sum, RTT, Q/A) as a Team
   - Teams begin to willingly meet on Wednesday’s to discuss text, instructional strategies, next steps will be to support TL into co facilitating/facilitating Collaboration

   **Cultural Responsiveness Teaching and Learning (Dr. Darlene Sampson)**
   - Acceptance into the Train of Trainer Cultural Responsive Pedagogy
   - Continuous Training via PD and Speakers Bureau with Specific CR Speakers
   - Taking the Leadership Role to Train my Team of Teacher Effectiveness Coach’s on CR Pedagogy as well as learn along with them; via Professional Developments once a month with my TOT partners and Dr. Sampson
   - Refining my work with Leah Pearson on No Nonsense Nurturer, and receive the additional training from her of supporting effective NNN strategies via Real Time Coaching with teachers at Hallett
   - Member of the “Guardian of Equity” Committee; Develop a vision for what a school would look like if they were proficient in positive culture and climate (LE1 – LE4).
   - RJ, NNN, CRP, PBIS are all part of the one system with the same goal, but have different strategies to get there.

2. What are the key challenges to goal attainment and what will be required to overcome them?

   **Comments:** The key challenges I believe are around supporting teachers in recognizing their beliefs and values about teaching and learning for all students. My work and new learning about cultural responsiveness and cultural responsive pedagogy has opened up opportunities me to inform, engage, and collaborate with teachers, administrators and Teacher Effectiveness Coach’s about the impact it has on student learning and achievement. This level of teaching and learning

3. Reflect on ways in which DPS Shared Core Values are incorporated into the employee’s daily work. Provide specific examples of key actions and behaviors that demonstrate the Shared Core Values. Are there ways in which the Shared Core Values could be further incorporated?

   **Comments:** DPS Shared Core Values are impacting our daily work knowing that the time has been provided to merely consider that as Educators, we value and understand that our beliefs will influence our everyday instructional practices, and how we decide to engage our students for learning. Specific examples that demonstrate
the Shared Core Values came from my director as inspirational statements to guide our thoughts as we begin our day. They are as follows, just a few words for starters:

- The first DPS value is **Integrity**. It is most closely associated with our norm of Presume Positive Intentions and Speak Your Truths.

- Today’s value to think about is **"Students First."** Our norm is simple: keep students at the center of our work; and we can do that by ensuring that all conversations/coaching is “grounded in research and student data.”

- I think it is interesting that we aligned the DPS value of **collaboration** with being an active listener and using pausing, probing and paraphrasing as actions to show we are living this value.

- Some on our team thought that “**accountability**” felt too compliance-oriented to be as important as equity and students first. Accountable to the Learning Community, Accountability to Accurate Knowledge, and Accountability to Rigorous Thinking.

- The DPS value tomorrow is **fun**. I’ll keep it simple: have fun and remember, like all beginnings, it is wrought with endless possibilities.

- Last but certainly not least, **equity**, to me, the foundation of it all. Without **Equity**, the leveling out the field, so that **Every** student has their diverse needs met, and are provided with equal and effective learning and achievement opportunities.

4. What are the key focus areas/priorities moving forward? Are there any adjustments that need to be made to the year-end goals (i.e. if job responsibilities or goals have changed)? Note that employees will be able to make agreed upon adjustments to goals in the automated Lawson Performance and Goals Management system as part of the Final Evaluation process. Training on the automated system will take place over the next few months.

Comments: Key focus areas/priorities moving forward will be to:

- Continue to research/refine effective Data Team structures and processes
- Create and determine effective tool for evaluating Data Team Process
- Collaboration with Teachers/TL to encourage and support owning leadership roles in buildings
- Continue the Journey of Cultural Responsive Pedagogy to ensure academic learning for Every student as a district wide protocol,
- Ongoing Teaching and Learning to increase **My** Personal and Professional Growth
**Draft Director Goals September 9th**

1. **Goal:** Differentiate support for highest need schools, TECs, and Network TECs

   **Description:** Increase site visits, tighten collaboration with TEC, increase coaching, Assess TEC needs and align supports, utilize Agreements, increase communication with school leaders

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**Leadership**

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**Expected Results**:
- 360 degree pre/post survey shows growth (encourage the heart, model the way, inspire a shared vision, ______)
- Case study of TEC Institute, New TEC support, Partner work
- Mario evaluation
Data Conversations Cycle

Reflecting and Learning

Data Understanding

Data Analysis

Root Causes

Strategies and Actions

Progress Monitoring Students and Teachers

Revise and Adjust Strategies and Actions

Getting stuck here results in problem admiration and no forward progress toward school improvement

Requires School Cultures of Trust and Collaboration

from the work of Chrysann McBride
### Data Team Evaluation Rubric
Denver Public Schools

<table>
<thead>
<tr>
<th>Construct</th>
<th>Not Proficient</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
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<td><strong>Meeting Logistics</strong></td>
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<tr>
<td>Clear Objectives</td>
<td>1 Objective(s) is not identified at any point during the meeting. The overall</td>
<td>2 Objective(s) is referenced at some point during the meeting.</td>
<td>3 Clear objective is identified at the start of the</td>
<td>4 Clear objective is identified at the start of the meeting and a connection is made to the overall school goals for the year.</td>
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<tr>
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<td>goal of the meeting is unclear.</td>
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<td>meeting.</td>
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<td>Collaboration</td>
<td>1 One or two individuals participate in the conversation. Discussion may be</td>
<td>2 Several data team members participate in general conversations.</td>
<td>3 The entire data team contributes to a variety of</td>
<td>4 The data team has developed a synergistic environment. Team members collaborate on specific topics by actively listening and prompting one another for additional input.</td>
</tr>
<tr>
<td></td>
<td>primarily driven by a school administrator.</td>
<td></td>
<td>specific topics that may include instructional</td>
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<td></td>
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<td>strategies or self reflection.</td>
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<tr>
<td>Efficient Use of Time</td>
<td>1 Data team members waste more than 25% of the meeting time by arriving late,</td>
<td>2 Data team members waste a small portion of the meeting time by</td>
<td>3 Data team members arrive on-time, stay for the</td>
<td>4 Data team members use time effectively and all work is aligned to the meeting’s objective.</td>
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<tr>
<td></td>
<td>leaving early, or straying off-topic during the meeting.</td>
<td>arriving late or leaving early, but the majority of the time is spent on</td>
<td>entire meeting, and remain focused.</td>
<td></td>
</tr>
<tr>
<td>Data Preparation</td>
<td>1 Data team members do not prepare or data are not prepared/present, or is</td>
<td>2 Limited, or outdated data (e.g. CSAP), are prepared by teachers.</td>
<td>3 Teachers and/or Support Staff prepare a variety</td>
<td>4 Teachers and/or Support Staff prepare a variety of data disaggregated by various subgroups. Staff also provide relevant examples of student work.</td>
</tr>
<tr>
<td></td>
<td>supplied only by school leadership.</td>
<td></td>
<td>of timely, relevant, formative and summative data</td>
<td></td>
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<tr>
<td>Analysis</td>
<td>1 Data team members discuss high-level data (e.g. % proficient) from one or</td>
<td>2 Data team members examine specific data (e.g. trends, sub-scores, etc.)</td>
<td>3 Data team members examine formative and summative</td>
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<td></td>
<td>2 summative tests.</td>
<td></td>
<td>data to identify areas of need.</td>
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<tr>
<td>Goal Setting</td>
<td>1 Specific, Measurable, Attainable, Relevant, and Time Sensitive (SMART)</td>
<td>2 Portions of the SMART goal framework are established.</td>
<td>3 SMART goals are established.</td>
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<td></td>
<td>goals are not discussed, or discussed, but not established.</td>
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<tr>
<td>Instructional Strategies</td>
<td>1 Few, if any, instructional strategies are shared among data team members.</td>
<td>2 General instructional strategies related to the identified goal(s) are</td>
<td>3 A variety of specific instructional strategies,</td>
<td></td>
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<td></td>
<td></td>
<td>shared by staff.</td>
<td>along with past successes and failures, are shared.</td>
<td></td>
</tr>
<tr>
<td>Use of Progress Indicators</td>
<td>1 Assessment data are not being used to monitor goals.</td>
<td>2 Data from a few assessments, primarily summative, are used to monitor</td>
<td>3 Multiple data sources are used to inform instruction and progress toward goals. Rubrics are consistently used to guide scoring.</td>
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<tr>
<td></td>
<td></td>
<td>goals. Rubrics are occasionally used to guide scoring.</td>
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<tr>
<td><strong>Overall</strong></td>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
<td>17 18 19 20 21 22 23 24</td>
<td>25 26 27 28 29 30 31 32</td>
</tr>
</tbody>
</table>

Notes/Comments:__________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________