

# Resource D

## Rubric for Student-Centered Coaching

### Effective Coaches . . .

1. Understand and implement the core practices for Student-Centered Coaching.
2. Design systems and structures to engage teachers in coaching cycles.
3. Understand effective instruction and help teachers implement it.
4. Build trusting and respectful relationships with teachers.
5. Provide skilled facilitation during collaboration.
6. Maintain a learning stance.
7. Engage in reflective dialogue with teachers.

# 1: Understand and implement the core practices for Student-Centered Coaching.			
	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Consistently implements the core practices for Student-Centered Coaching. Thus, coaching leads to a measurable impact on instructional practice and student learning. The core practices are being implemented throughout the school community.	Is developing skill and confidence in using the core practices for Student-Centered Coaching. The core practices are being used with some teachers but not the full school community.	Is using practices for coaching that aren't student centered. This may include providing resources, holding teachers accountable for implementing programs, or serving as a quasi administrator.
Success Criteria	I can . . . <ul style="list-style-type: none"><li>• Organize most of my work to take place in coaching cycles.</li><li>• Work with teachers to set standards-based goals for coaching cycles.</li><li>• Work with teachers to unpack the goal into student-friendly learning targets.</li><li>• Use student evidence when co-planning and co-teaching.</li><li>• Co-plan lessons that integrate effective instructional practices.</li><li>• Use co-teaching practices that build partnerships with teachers.</li><li>• Measure the impact of coaching cycles on student and teacher learning.</li></ul>		

## # 2: Design systems and structures to engage teachers in coaching cycles.

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Creates a well-organized system for managing coaching cycles that provides choice for how teachers can engage.	Offers some coaching cycles, but there is limited reach and/or effectiveness. Teachers aren't sure how or why they should engage in coaching cycles.	Spends very little time in coaching cycles and mostly serves as a resource to teachers.

### Success Criteria

I can . . .

- Set agreements with teachers before the coaching cycle begins.
- Ensure that teachers have choice and ownership throughout a coaching cycle.
- Maintain focus on the goal that was set by the teacher.
- Provide opportunities to engage in coaching cycles throughout the school year.
- Use logs and note-taking in a way that is transparent and includes the teacher.
- Continually listen and respond to the needs of teachers.
- Design and use a system for monitoring teacher participation in coaching cycles in order to engage others.

## #3: Understand effective instruction, and help teachers implement it.

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Has an extensive understanding of effective instructional practices across grades and subjects. The coach successfully supports others to implement these practices in their own classrooms.	Has some understanding of effective instructional practices but is learning how to transfer knowledge to the work of other teachers.	Either doesn't have a fully developed understanding of effective instructional practices and/or is unable to move teachers toward their own implementation.

### Success Criteria

I can . . .

- Articulate what effective practices are and why they matter to student learning.
- Prioritize which practices to focus on at any given time.
- Help move teachers forward in their learning while maintaining their ownership of the process.
- Use student evidence when co-planning with teachers.
- Co-plan with teachers in a way that intentionally builds effective practices into lessons.
- Co-teach to implement effective instructional practice.
- Continue to learn and grow in using effective instructional practices.

#### #4: Build trusting and respectful relationships with teachers.

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Works effectively with all teachers due to specific measures he or she has taken to build trusting and professional relationships.	Is beginning to build trusting relationships with a broader array of teachers, including more challenging teachers.	Is able to build trusting relationships with a limited group of teachers.

#### Success Criteria

I can . . .

- Build collegial relationships that are trusting and respectful.
- Use a respectful tone throughout my coaching conversations.
- Avoid being a “teller” but rather be a “co-creator” of learning.
- Avoid focusing on weaknesses but rather build on strengths.
- Ask open-ended questions.
- Set a tone that “we are all learners.”

#### #5: Provide skilled facilitation during collaboration.

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Understands which facilitation processes to employ at any given time. The coach is a skilled facilitator and, as a result, both small and large groups function in a highly productive manner on a consistent basis.	Is working to expand the repertoire of facilitation techniques used in small- and large-group sessions. Groups are beginning to function at a more productive level.	Employs a limited set of facilitation processes. Small- and/or large-group facilitation are not productive on a consistent basis.

#### Success Criteria

I can . . .

- Use strategies for facilitation to guide group learning.
- Use (or create) protocols that contribute to the learning of the group.
- Anchor conversations in student work.
- Encourage teacher choice and ownership during collaboration.
- Listen and respond in a way that honors the group.
- Use the Seven Norms of Collaborative Work to support teachers to reflect as learners.
- Manage interactions between peers in a collegial way.
- Respectfully intervene if collegial interactions are toxic or harmful.

**#6: Maintain a learning stance**

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Consistently seeks new experiences and opportunities for learning rather than taking the stance of an “expert.”	Takes advantage of some opportunities for new learning and is becoming more comfortable regarding taking the stance of “co-learner” with teachers.	Does not take advantage of opportunities for new learning on a consistent basis and does not take the stance of “co-learner” with teachers.

**Success Criteria**

I can . . .

- Demonstrate that I am a learner inside and outside of school.
- Take risks that are inherent to learning.
- Share how my thinking evolves based on the input of others.
- Build collegial relationships based on my own learning.
- Establish a trusting and respectful tone throughout my coaching conversations.
- Create systems for teachers to share ideas and resources with one another.

**#7: Engage in reflective dialogue with teachers**

	<i>Accomplished</i>	<i>Developing</i>	<i>Novice</i>
The coach . . .	Encourages reflective dialogue by asking open-ended questions, probing, and using paraphrasing techniques rather than simply giving the teacher answers.	Is beginning to use strategies such as asking open-ended questions, probing, and paraphrasing techniques to encourage reflective dialogue among teachers.	Does not use conversational approaches that encourage reflective dialogue among teachers.

**Success Criteria**

I can . . .

- Use student work as a means of encouraging reflection.
- Listen (avoid talking too much or making too many suggestions that may overwhelm teachers).
- Take a strengths-based approach to conversations.
- Paraphrase to honor and/or clarify the thoughts of others.
- Ask probing questions that I don't know the answer to.
- Maintain an open mind as the teachers' learning progresses.