Standards of Effective Early Learning TOSA (Content Coach)

Saint Paul PUBLIC SCHOOLS — A World of Opportunities

80% Elements of Effective Early Learning TOSA
20% Professional Responsibilities

Elements of Effective Early Learning TOSA

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Coaching/PD Objectives/ Goals		• Goals are seldom stated or no goals are stated. If stated, goals are not measurable • Goals are rarely and/or never clear or are stated as learner activities • Goals rarely take into account the varied learning needs of individual learners or groups • Goals rarely align to standards	• Goals are stated and sometimes measurable • Goals are inconsistently clear and may include activities • Goals sometimes take into account the varied learning needs of individual learners or groups • Goals sometimes align to standards	• Goals are stated and measurable • Goals are consistently clear and are NOT activities • Goals regularly take into account varied learning needs of individual learners or groups • Goals regularly align to standards	Meets Proficient AND: • All learners can identify the measurable goal and explain it in their own words • Goals are often learner created • Goals always take into account varied learning needs • Able to articulate rationale for the selection of goal and how it explicitly supports the standard
Coaching Conversations		• Rarely uses preplanning for coaching conversations • Rarely determines and/or uses the appropriate map to guide the coaching conversation • Rarely uses all regions of the map or unintentionally leaves out most regions of the map • Rarely able to adjust and shift coaching conversation approach, questions, and objectives based on the situation	• Sometimes uses preplanning for coaching conversations • Sometimes determines and uses the appropriate map to guide the coaching conversation • Sometimes uses all regions of the map or unintentionally leaves out some regions of the map • Sometimes able to adjust and shift coaching conversation approach, questions, and objectives based on the situation	• Regularly uses intentional preplanning for coaching conversations • Consistently determines and uses the appropriate map to guide the coaching conversation • Regularly uses all regions of the map following coachee's lead • Regularly able to adjust and shift coaching conversation approach, questions, and objectives based on the situation	Meets Proficient AND: • Takes a leadership role among OEL team to practice coaching conversations, scenarios, and/or maps
Mediative Questioning		• Rarely asks open-ended questions using exploratory/tentative language *e.g. "What might be…?"*; often asked closed or leading questions (a leading question usually subtly points the coachee's answer in a certain direction) • Rarely asks questions using pluralities; goals, strategies, methods, possibilities • Rarely asks questions using positive presuppositions e.g. "How will you know *when you are successful?"*	• Sometimes asks open-ended questions using exploratory/tentative language *e.g. "What might be…?"*; • Sometimes asks questions using pluralities; goals, strategies, methods, possibilities • Sometimes asks questions using positive presuppositions e.g. "How will you know *when you are successful?"*	• Regularly asks open-ended questions using exploratory/tentative language *"What might be…?"*; • Regularly asks questions using pluralities; goals, strategies, methods, possibilities • Regularly asks questions using positive presuppositions e.g. "How will you know *when you are successful?"*	Meets Proficient AND: • Asks intentional questions that explore/specific thinking *e.g. What belief might be connected to…?*
Differentiated Coaching (5 States of Mind)		• Rarely differentiates coaching to mediate coachee's thinking • Rarely encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judger Pit" to Learner Path)	• Sometimes differentiates coaching to mediate coachee's thinking • Sometimes encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judger Pit" to Learner Path)	• Purposefully differentiates coaching to mediate coachee's thinking • Often encourages the coachee to see a situation from a fresh perspective through PACE and LEAD (moving from "Judger Pit" to Learner Path)	Meets Proficient AND: • Asks three types of State of Mind verbal moves to mediate thinking within the specific State of Mind (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)

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Relationships with Coachee		• Interactions with at least some coachees are negative, demeaning, sarcastic or inappropriate • Interactions reflect inconsistencies, favoritism, or disregard for coachees' cultures • Coachees exhibit disrespect for the Early Learning Coach	• Interactions are generally appropriate • Coachees exhibit only minimal respect for the Early Learning Coach	• Interactions are friendly and demonstrate general warmth, caring, and respect • Interactions are appropriate to cultural norms and Early Learning Coach seeks input/advice on what is appropriate cultural norms for coachees outside of the Early Learning Coach's culture • Coachees exhibit respect for the Early Learning Coach	Meets Proficient AND: • Recognizes coachee contributions to the school/district community • Creates an environment where coachees build relationships with the Early Learning Coach, not just the Early Learning Coach building relationships with coachees
Observation Data for Inquiry		• Little to no data is collected • Data collected is rarely observable, measurable, and accessible • Data is often affected by inference bias or personal observations rather than factual data • Data is rarely shared face-to-face	• Data is collected; the Early Learning Coach decides what/how to collect the data • Data collected is sometimes observable, measurable, and accessible • Data, at times, is affected by inference, bias, or personal observations • Data is sometimes shared face-to-face	• Data is collected; the Early Learning Coach and coachee agree on what data to collect, how to collect the data, and how to share the data • Data collected is consistently observable, measurable, and accessible • Data is not affected by inference, bias, or personal observations • Data is often shared face-to-face; when sharing data the Early Learning Coach will ask questions such as *'What do you think the data collected might reveal?'*	Meets Proficient AND: • Uses data as a '3rd point', neutral document, to support coachee's inquiry and reflection for instructional improvement
Rapport		• Rarely uses elements of rapport (posture, gesture, tonality, language, breathing)	• Sometimes uses elements of rapport (posture, gesture, tonality, language, breathing)	• Regularly uses elements of rapport (posture, gesture, tonality, language, breathing)	Meets Proficient AND: • References coachee data (appreciative interview, filters of trust, etc.) to strengthen rapport • Matches Filters of Perception; representational systems, cognitive style, educational belief systems (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)
Pausing		• Often speaks or interrupts when coachee is thinking and/or speaking • Rarely pauses to allow time for thought after asking a question or hearing a response	• Sometimes speaks or interrupts when coachee is thinking and/or speaking • Sometimes pauses to allow time for thought after asking a question or hearing a response	• Rarely speaks or interrupts when coachee is thinking and/or speaking • Intentionally pauses to allow time for thought after asking a question or hearing a response	Meets Proficient AND: • Allows for longer periods of wait time mirroring coachee's affect when appropriate
Paraphrasing		• Rarely uses paraphrasing to acknowledge and/or clarify and/or rarely acknowledges what the coachee articulates • Rarely uses paraphrasing to summarize and organize information • Rarely starts paraphrasing with so, and, it seems, in other words, etc. • Often uses "I" or "me" while coaching • Rarely embeds positive presuppositions e.g. *"So you want homework to be meaningful for your students."*	• Sometimes uses paraphrasing to acknowledge and/or clarify • Sometimes uses paraphrasing to summarize and organize information • Sometimes starts paraphrasing with so, and, it seems, in other words, etc. • Sometimes uses "I" or "me" while coaching • Sometimes embeds positive presuppositions e.g. *"So you want homework to be meaningful for your students."*	• Regularly uses paraphrasing to acknowledge and/or clarify • Regularly uses paraphrasing to summarize and organize information • Often starts paraphrasing with so, and, it seems, in other words, etc. • Rarely uses "I" or "me" while coaching • Regularly embeds positive presuppositions e.g. *"So you want homework to be meaningful for your students."*	Meets Proficient AND: • Paraphrasing is smooth, seamless, and subtle • Advanced/mediating paraphrasing leads to an observable shift in the coachee's core belief, assumptions, values, and/or goals e.g. *"So you want homework to be meaningful for your students."*
Probing		• Rarely probes to clarify coachee's thinking when appropriate • Rarely paraphrases before or after probing	• Sometimes probes to clarify coachee's thinking when appropriate • Sometimes paraphrases before or after probing	• Often probes to clarify coachee's thinking when appropriate • Regularly paraphrases before or after probing	Meets Proficient AND: • Engages in advanced probing for coachee's values, beliefs, and/or States of Mind

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Four Support Functions		• Rarely able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) • Rarely balances coaching, consulting, collaborating, and evaluating; often takes a consultative/telling stance • Rarely clarifies role shift to coachee if roles change during an interaction	• Sometimes able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) • Sometimes balances coaching, consulting, collaborating, and evaluating • Sometimes clarifies role shift to coachee if roles change during an interaction	• Consistently able to appropriately use four support functions (coaching, collaborating, consulting, evaluating) and moves intentionally between them • Skillfully balances coaching, consulting, collaborating, and evaluating • Consistently clarifies role shift to coachee if roles change during an interaction	Meets Proficient AND: • References coachee data (appreciative interview, filters of trust, etc.) to use as an asset in the four support functions • Matches Filters of Perception; representational systems, cognitive style, educational belief systems (Cognitive Coaching Seminars Foundation Training Learning Guide, p.128)
Professional Learning Opportunities		• Provides few to no professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) for caseload • Professional learning rarely includes a pre-conference, data sharing, and debriefing • Rarely follows a professional learning protocol e.g. coaching map	• Provides limited professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) • Professional learning sometimes includes a pre-conference, data sharing, and debriefing • Sometimes follows a professional learning protocol e.g. coaching map	• Provides a variety of professional learning opportunities (modeling, site visits, videotaping, co-teaching, co-planning, etc.) based on individual coachee's needs • Professional learning regularly includes a pre-conference, data sharing, and debriefing • Regularly follows a professional learning protocol e.g. coaching map	Meets Proficient AND: • Provides entire caseload with more than one professional learning opportunity throughout the school year
Co-planning for Data Instruction		• Provides little opportunity for co-planning for data-driven instruction • No or little use of data through multiple lenses (race, gender, etc.) • Rarely facilitates conversations that utilize learners' strengths	• Provides some opportunities for co-planning for data-driven instruction • Some use of data through multiple lenses (race, gender, etc.) • Sometimes facilitates conversations that utilize learners' strengths	• Assists in student data analysis and use of assessment to plan instruction; scaffolds to build coachee's capacity • Consistent use of data through multiple lenses (race, gender, etc.) • Consistently facilitates conversations that utilize learners' strengths	Meets Proficient AND: • Creates opportunities for content specific teachers to collaborate for data analysis
PLCs Facilitation (if applicable to job duties)		• Little or no implementation of specific strategies to effectively lead PLC work • Little or no use of data-driven strategies to improve educational practices of staff • Little or no facilitation of PLCs groups to analyze data through a lens of equity	• Inconsistently implements strategies to effectively lead PLC work • Inconsistent use of data-driven strategies to improve educational practices of staff • Inconsistent support to PLCs to analyze data through a lens of equity	• Successfully implements strategies to effectively lead PLC work • Facilitates and empowers PLCs to use data-driven strategies to improve educational practices of staff • Facilitates and empowers PLCs to analyze data through a lens of equity	Meets Proficient AND: • PLC facilitation has led staff to deeply enrich educational practices resulting in increased learning for all students
Co-teaching Supports		• Aware of co-teaching strategies but does not currently coach around them • Strategies and roles are seldom matched to the objectives of the lesson • Expertise of both co-teachers is rarely visible • One teacher is responsible for all or manages the learners for which they are directly responsible • Informal or no conversations about upcoming lessons	• Coaches around a single co-teaching strategy or minimal variation of strategies and roles • Strategies and roles are sometimes matched to the objectives of the lesson and learner needs • Expertise of both co-teachers is sometimes visible • Occasionally assists in the management of all learners; learners are beginning to regard co-teachers as equals • Occasional planning meetings	• Coaches around using a variety of co-teaching strategies and feels comfortable varying instructional roles • Strategies and roles are regularly matched to the objectives of the lesson and learner needs • Expertise of both co-teachers is regularly visible • Frequently assists in the management of all learners; co-teachers are becoming interchangeable • Regularly and purposefully plan together	Meets Proficient AND: • Strategically and effectively uses a variety of co-teaching strategies based on the lesson objectives and needs of learners • Learners regard co-teachers as equals

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Program/ Task Development		• Little to no forward progress in program development/tasks in which the Early Learning Coach is responsible • No or little coordination of resources for the program • Cannot articulate vision for the work • Program development minimally aligns to school, department, and/or district goals • Rarely collaborates with colleagues in designing and presenting professional development	• Some forward progress in program development/tasks in which the Early Learning Coach is responsible • Some coordination of resources for the program • Can articulate vision for the work • Program development mostly aligns to school, department, and/or district goals • Sometimes collaborates with colleagues in designing and presenting professional development	• Regular and ongoing forward progress in program development/tasks in which the Early Learning Coach is responsible • Regular and ongoing coordination of resources for the program • Clearly articulates vision for the work and can explain the vision to others • Program development consistently aligns to school, department, and/or district goals • Routinely collaborates with colleagues in designing and presenting professional development	Meets Proficient AND: • Exceptional forward progress in program development/tasks bringing the work to a new level
Written Presentation Plans		• Presentation plans are unavailable or inconsistently available when asked • Presentation plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies, means of assessment • No planning for multiple means of representation, expression, and/or engagement	• Presentation plans are available consistently when asked but • May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies, means of assessment • Some planning for multiple means of representation, expression, and/or engagement	• Presentation plans are available consistently when asked and • Are complete: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for practice, means of assessment • Planning for multiple means of representation, expression, and/or engagement for most staff/students	Meets Proficient AND: • Planning for multiple means of representation, expression, and/or engagement for all staff/students
Knowledge and Resources		• Demonstrates minimal knowledge of available resources and/or research-based practices • Rarely locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning	• Demonstrates some knowledge of available resources and/or research-based practices • Sometimes locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning	• Demonstrates a solid working knowledge of available resources and research-based practices • Often locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, etc.) to promote coachee learning	Meets Proficient AND: • Develops research-based resources for coachee and/or Early Learning team
Build Trust and Displays Integrity		• Rarely establishes and/or displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays unprofessional or disrespectful attitudes and interactions with colleagues • Rarely follows through with commitments to colleagues • Misses or is tardy to multiple meetings with coachees, administration, or Early Learning team • Rarely demonstrates basic fairness and/or ethical behavior	• Sometimes establishes and displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays and maintain positive and productive relationships with some colleagues • Follows through with commitments to colleagues most of the time • Misses or is tardy to some meetings with coachees, administration, or Early Learning team • Usually demonstrates basic fairness and/or ethical behavior	• Consistently establishes and displays mutual respect, professional interaction, confidentiality, transparency, and honesty with all colleagues • Displays and maintain positive and productive relationships with all colleagues • Follows through with commitments to colleagues all of the time • Consistently attends meetings and is on time with coachees, administration, or Early Learning team • Consistently acts with fairness and in an ethical manner	Meets Proficient AND: • Routinely refers to and uses the 5 Facets of Trust and the four A's of Absolution with coachees, administrators, and the Early Learning team (Cognitive Coaching Seminars Foundation Training Learning Guide, p.39)
Communica-tion		• Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with few stakeholders or communication is incomplete or non-existent • Responses are rarely given in a timely manner (usually within 24 hours)	• Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with most stakeholders • Responses are sometimes given in a timely manner mostly within 24 hours	• Maintains clear and complete communication (e-mails, phone calls, texts, etc.) with all stockholders • Responses are consistently given in a timely manner usually within 24 hours	Meets Proficient AND: • Takes a leadership role among Early Learning team in sharing communication strategies and techniques

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Problem Solving		• Rarely proactive in seeking solutions to problems around coaching, building/district policies, team challenges, etc. • Seldom identifies potential problems and/or rarely mitigates them • Problems are rarely brought to the attention of the lead as they arise	• Sometimes proactive in seeking solutions to problems around coaching, building/district policies, team challenges, etc. • Sometimes identifies and mitigates potential problems • Problems are sometimes brought to the attention of the lead as they arise	• Consistently proactive in seeking solutions to problems around coaching, building/district policies, team challenges, etc. • Is successful in identifying and mitigating potential problems • Problems are regularly brought to the attention of the lead as they arise	Meets Proficient AND: • Reflects on effectiveness of problem solving strategies/techniques related to mitigating situations. Shares reflections with colleagues to assist in building capacity around problem solving
Developing Teacher Leadership		• Rarely promotes and builds leadership capacity in teachers or colleagues	• Sometimes promotes and builds leadership capacity in teachers or colleagues	• Consistently promotes and builds leadership capacity in teachers or colleagues	Meets Proficient AND: • Creates opportunities and awareness for teachers to take on teacher leadership roles
OEL Vision		• Cannot articulate and/or rarely supports a clear vision of OEL to all stakeholders	• Articulates and sometimes supports a clear vision of OEL to all stakeholders	• Articulates and consistently supports a clear vision of OEL to all stakeholders	Meets Proficient AND: • Creates wide-range support of the OEL vision with stakeholders
Coaching for Racial Equity		• Equity tools (compass, four agreements, six conditions) are rarely used with coachees, stakeholders, and team • Conversations indicate a lack of awareness of racial equity	• Equity tools (compass, four agreements, six conditions) are sometimes used with coachees, stakeholders, and team • Conversations indicate some awareness of racial equity	• Equity tools (compass, four agreements, six conditions) are consistently used with coachees, stakeholders, and team • Conversations indicate high levels of awareness of racial equity and interrupts inequitable practices	Meets Proficient AND: • Takes a leadership role (monitoring, facilitating, modeling) on the use of Courageous Conversations protocols • Utilizes the Iceberg and Ladder of Inference
Personalized Learning		• Conversations indicate a lack of focus on personalized learning • Rarely uses personalized learning tools e.g. essentials, UDL planning	• Conversations indicate some focus on personalized learning • Sometimes uses personalized learning tools e.g. essentials, UDL planning	• Conversations intentional focus on personalized learning • Intentional use of personalized learning tools e.g. essentials, UDL planning	Meets Proficient AND: • Creates and tailors use of personalized learning tools to enhance teacher effectiveness
Function of Technology Used in Coaching/ Services		• Rarely uses available technology as an instructional tool in learning/coaching • Minimal use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.)	• Uses available technology as a direct tool substitute without functional change • Some use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.)	• Uses available technology to augment or modify instructional/coaching practices, as well as for substitution • Maximizes the use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.)	Meets Proficient AND: • Uses technology for significant task redesign or create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification • Takes a leadership role in building capacity of others to use technology in ways that increase effectiveness and/or efficiency
Early Learning Coach Professional Goals and Progress Monitoring with the Lead		• Rarely identifies success indicators, areas of strength, and areas of growth related to professional goals • Uses minimal general data to develop a professional goal or no goal established • Rarely follows through with meeting with administration and other colleagues to track/monitor progress	• Identifies general success indicators, areas of strength, and areas of growth related to professional goals • Uses general data to develop a professional goal • Sometimes follows through with meeting with administration and other colleagues to track/monitor progress	• Identifies specific success indicators, areas of strength, and areas of growth related to professional goals • Uses specific data from feedback, surveys, and other sources to develop a professional goal • Regularly follows through with meeting with administration and other colleagues to track/monitor progress	Meets Proficient AND: • Goes over and above the requirements of goal setting by initiating additional opportunities to work toward goal • Creates specific tools and frameworks for achieving the goal
Time Management and Organization		• Rarely keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. • Rarely ensures timely scheduling around coaching, collaborating, consulting, and evaluations • Rarely able to maintain flexibility with administration, teachers, and Early Learning team around rescheduling if issues arise	• Sometimes keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. • Sometimes ensures timely scheduling around coaching, collaborating, consulting, and evaluations	• Consistently keeps and uses electronic district calendar current (e.g. Lotus Notes) to schedule meetings and appointments with teachers, administrators, shadow buddies, etc. • Regularly ensures timely scheduling around coaching, collaborating, consulting, and evaluations • Able to maintain flexibility with administration, teachers, and Early team around rescheduling if issues arise	Meets Proficient AND: • Differentiates time management according to coachee need, but maintains an equitable balance of time for all coachees • Gradual release is evident in scheduling and documentation

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		• Relationships are negative, self-serving, and/or promote discord among staff • Works ineffectively with colleagues in collaboration, PLCs, and/or teams	• Maintains cordial relationships with colleagues to fulfill duties that the school or district requires	• Relationships are supportive and cooperative • Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams	Meets Proficient AND: • Takes initiative in assuming a leadership role among faculty • Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		• Uses minimal reflection and self-assessment of practices • Unwilling to look inward for improvement	• Occasionally uses reflection and self-assessment to assess effectiveness and make modifications	• Continuously and accurately assesses his or her own effectiveness using artifacts and learner data to identify areas of strength and areas of growth • Reflects on practice through coaching, mentorship, critical friends, or participation in other leadership development opportunities	Meets Proficient AND: • Takes a leadership role in promoting a culture of professional inquiry and reflection
Written TD&E Reflections		• Response shows little evidence of integrated learning or insights gained from the experience • Reflections are not submitted or response is incomplete	• Response shows some evidence of integrated learning or insights gained from the experience • Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience, but lacks depth of how the learning experience contributed to understanding of self or learners	• Response shows solid evidence of integrated learning or insights gained from the experience • Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or learners	Meets Proficient AND: • Response includes an in-depth reflection and personalization of the experience
Feedback		• Ignores or minimizes feedback from colleagues, team lead, administrators, and/or coachees • Resistant to changes in professional practices	• Open to feedback from colleagues, team lead, administrators, and/or coachees • Open to change of professional practice when provided feedback	• Seeks and accepts feedback from colleagues, team lead, administrators, and/or coachees • Implements change in professional practice based on feedback	Meets Proficient AND: • Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		• Does not or minimally attends professional development activities • Minimally plans for professional growth • Demonstrates little or no urgency toward improving professional practices	• Attends relevant professional development activities • Occasionally plans for professional growth • Demonstrates regular effort to modify and adjust professional practices	• Regularly participates in relevant professional development activities and implements changes to instructional practices as a result • Regularly plans for professional growth • Routinely enriches professional practices to meet the needs of al learners	Meets Proficient AND: • Leads professional development opportunities for colleagues • Initiates important activities to contribute to the profession • Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction
Communication with Stakeholders		• Stakeholders rarely receive information about the program • Difficult for stakeholders to contact or does not respond when contacted	• Stakeholders receive information about the program on an occasional basis • Information is available to stakeholders, but ways of being contacted are not communicated through multiple methods	• Stakeholders receive information about the program on a consistent basis • Available to respond to stakeholders concerns and ways of being contacted are clearly communicated through methods that work for the particular stakeholder's needs	Meets Proficient AND: • Consistently provides resources for stakeholders to support the success of the program
Service to School/District		• Does not support the mission/vision • Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders • Non-compliant with Office of Early Learning and/or SPPS policies and procedures • Inconsistently involved in required program/school events	• Understands and supports the mission/vision • Understands and supports the district strategic plan, mission, and vision • Complies with Office of Early Learning and SPPS policies and procedures and acts in a professional and ethical manner	• Makes decisions that support and reflect the mission/vision • Makes decisions that support and reflect the district strategic plan, mission, and vision • Complies with Office of Early Learning and SPPS policies and procedures and models high standards of professional and ethical conduct • Involved in required program/school events	Meets Proficient AND: • Makes a concerted effort to challenge negative attitudes or practices to ensure that all learners can succeed • Volunteers to participate in school/district events and makes a substantial contribution • Takes initiative in assuming a leadership role in school and/or district events

Professional Responsibilities

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Record Keeping		• Minimally maintains information on coachees progress and/or goals • Records are in disarray resulting in errors and confusion • Rarely maintains coaching log	• Regularly maintains a system for information on coachees progress and/or goals • Maintains records of coaching session • Sometimes maintains coaching log	• Maintains fully effective systems for information on coaches progress and/or goals • Maintains accurate and up-to-date records on coaching sessions • Maintains coaching log	Meets Proficient AND: • Coachees contribute information to systems related to their progress and interpret results
TD&E Components (summative evaluation)		• One or more components of TD&E are missing or incomplete • TD&E component deadlines are missed		• All components are complete • Ongoing work to implement and fulfill TD&E components is timely	Meets Proficient AND: • Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: