

Standards of Effective Teaching – MLL SPED TOSA/Coach

80% Elements of Effective MLL SPED TOSA/Coach
20% Professional Responsibilities

Notes:

Due to the variety of MLL and SPED TOSA/coach positions in SPPS some elements may be left blank if they are not applicable to the job description of the TOSA/coach.

Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements of Effective MLL SPED TOSA/Coach

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Coaching/PD Objectives/ Goals		<ul style="list-style-type: none"> 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 students or groups Goals rarely align to standards 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> All learners can identify the measurable goal and explain it in their own words <u>Goals are often learner created</u> Goals always take into account varied learning needs Able to articulate rationale for the selection of goals and how they explicitly support standards
Schedule/ Coaching Plan		<ul style="list-style-type: none"> Schedule/coaching plans are inconsistently available when asked Schedule/coaching plans may be incomplete and/or rarely based on any of the following: Aligned to district/ departmental goals, Aligned to building SCIP plans, Based on real-time data Rarely refines coaching plans based on progress monitoring 	<ul style="list-style-type: none"> Schedule/coaching plans are consistently available when asked but May be incomplete and/or sometimes based on any of the following: Aligned to district/ departmental goals, Aligned to building SCIP plans, Based on real-time data Sometimes refines coaching plans based on progress monitoring 	<ul style="list-style-type: none"> Schedule/coaching plans are consistently available when asked and Are completed and consistently based on any of the following: Aligned to district/ departmental goals, Aligned to building SCIP plans, Based on real-time data Regularly refines coaching plans based on progress monitoring 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Coaching plans are used as exemplars with peers
Written Presentation Plans		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Presentation plans are available consistently when asked and Are complete with: 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 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Planning for multiple means of representation, expression, and/or engagement for all staff/students

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Authentic Learning Supports SPPS Standards		<ul style="list-style-type: none"> Learning tasks have little to no connection to standards or little to no support of SPPS curriculum and/or departmental goals Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Learning tasks sometimes connect to standards and/or support SPPS curriculum and/or departmental goals Activities reflect a learning outcome and staff/students are sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Learning tasks consistently connect to standards, support SPPS curriculum, and departmental goals Activities reflect a learning outcome and staff/students are regularly involved in authentic learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Staff/students routinely select and adapt authentic learning activities to meet and support SPPS standards</u>
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous Conveys a negative attitude Some staff/students receive the message that they are expected to attain high standards and some staff/students do not 	<ul style="list-style-type: none"> Most academic expectations are rigorous Communicates importance of work, but with little conviction and minimal buy-in by staff/students Most staff/students consistently receive the message that they are expected to attain high standards 	<ul style="list-style-type: none"> High rigor in which staff/students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all staff/students can learn Virtually all staff/students receive the consistent message that they are expected to attain high standards 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Both staff/students and TOSA/coach maintain a culture of high academic expectations
Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse staff/student populations May display favoritism or ignore staff/student groups Staff/students are minimally able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Shows some understanding of diverse staff/student populations Attempts to include all staff/students regardless of cultural background, but not consistently or successfully Staff/students are sometimes able to show up as their authentic selves through the content 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all staff/students, and attempts to adapt instruction to make content accessible for all Staff/students are able to show up as their authentic selves through the content 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – staff/students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse staff/students
Pedagogical and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of pedagogical knowledge Shows little understanding of the subject being taught 	<ul style="list-style-type: none"> Displays basic understanding of pedagogical knowledge Shows some understanding of the subject being taught 	<ul style="list-style-type: none"> Displays pedagogical knowledge and reflects on current research and best practices within the field Shows solid content knowledge based on lessons and response to questioning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares pedagogical and/or content knowledge with other staff to impact practices of others Published in content area Presenter or leader for professional organization
PD Recognizes Staff/Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Rarely crafts professional development that embeds interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life application of lessons Minimally creates staff/student learning experiences that are racially and culturally relevant Language/learning accommodations are inconsistently addressed 	<ul style="list-style-type: none"> Sometimes crafts professional development that embeds interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life application of lessons Sometimes creates staff/student learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts professional development that embeds interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications of lesson Regularly creates staff/student learning experiences that are racially and culturally relevant Language/learning accommodations are regularly addressed 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Provides staff/student choices based on each staff/student’s individual experiences</u>
Accessing Prior Learning		<ul style="list-style-type: none"> Limited attempts to access prior knowledge Displays limited understanding of prior knowledge for staff/students Rarely or never considers the current skills of the staff/students Infrequently recognizes staff/students’ interests, abilities, and experiences to access prior learning Infrequently recognizes staff/students’ racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Occasionally attempts to access prior knowledge Displays some understanding of prior knowledge for some staff/students Occasionally considers the current skills of the staff/students Occasionally recognizes some staff/students’ interests, abilities, and experiences to access prior learning Occasionally recognizes staff/students’ racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Regularly attempts to access prior knowledge Displays solid understanding of prior knowledge for most staff/students Regularly identifies and applies appropriate PD/coaching strategies/instruction to the current skills of the staff/students to meet most needs Regularly recognizes staff/students’ interests, abilities, and experiences and uses them to provide appropriate activities to access prior learning Regularly recognizes staff/students’ racial and ethnic diversity and uses it to engage staff/students’ prior learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all staff/students in the class, including diverse language and learning needs Consistently uses knowledge of individual staff/student skill levels to meet all staff/student needs Always recognizes staff/students’ interests, and staff/students are able to share interests/experiences to engage other staff/students Always recognizes staff/students’ racial and ethnic diversity and uses it to engage staff/students’ prior learning

Elements of Effective MLL SPED TOSA/Coach

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
TOSA/Coach Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of staff/student comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that staff/students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to staff/student's various learning styles Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing, and/or actions that staff/students will be required to perform Instructions are clear, concise, and logically organized Instructions are given with appropriate scaffolding including written and visual representations that address various learning styles Encourages staff/students to make deductions in order to explore the new concepts Staff/students are interacting with TOSA/coach and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum and/or departmental goals Points out possible areas of misunderstanding during modeling
Instructional Techniques		<ul style="list-style-type: none"> Utilizes a minimal variety of instructional techniques which do not consider effective strategies for staff/students with diverse language and learning needs Rarely supports department/program instructional models (e.g. co-teaching) when working with staff/students Rarely uses scaffolding strategies to make learning more accessible for staff/students with diverse language and learning needs 	<ul style="list-style-type: none"> Sometimes attempts varied instructional techniques, but is inconsistent Sometimes supports department/program instructional models (e.g. co-teaching) when working with staff/students Sometimes uses scaffolding strategies to make learning more accessible for staff/students with diverse language and learning needs Returns to less effective instructional practices if something new does not work 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for staff/students with diverse language and learning needs Routinely supports department/program instructional models (e.g. co-teaching) when working with staff/students Regularly uses scaffolding strategies to make learning more accessible for staff/students with diverse language and learning needs Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Staff/students demonstrate their ability to access these resources and strategies independently to experience success TOSA/coach shows exceptional creativity and flexibility in facilitating learning
Differentiated Coaching		<ul style="list-style-type: none"> Minimal or no modification to provide multiple means of representation, expression, and/or engagement Rarely differentiates coaching Rarely adjusts or shift coaching conversation approach, questions, and/or objectives based on the situation Rarely paraphrases Rarely acknowledges or clarifies what the coachee articulates Rarely asks probing/questions Rarely uses mindful inquiry to support staff/students in self-directed learning 	<ul style="list-style-type: none"> Inconsistent modification to provide multiple means of representation, expression, and/or engagement Sometimes differentiates coaching to promote staff's growth Sometimes adjusts or shift coaching conversation approach, questions, and/or objectives based on the situation Sometimes paraphrases to acknowledge and clarify Sometimes paraphrases to summarize/organize information Sometimes asks probing questions Sometimes uses mindful inquiry to support staff/students in self-directed learning 	<ul style="list-style-type: none"> Regular and ongoing modification to provide multiple means of representation, expression, and/or engagement Purposefully differentiates coaching to mediate staff's thinking Regularly adjusts or shift coaching conversation approach, questions, and/or objectives based on the situation Uses paraphrasing to acknowledge and clarify Uses paraphrasing to summarize and organize information Probes as appropriate to clarify staff's thinking Consistently uses mindful inquiry to support staff/students in self-directed learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Differentiated instruction accommodates staff/student voice and choice leading to personalization</u> Engages in advanced/mediating paraphrasing to shift the level of abstraction toward teacher's core beliefs, assumptions, values, and goals e.g. 'So a value important to you in lesson design is students' voice and choice...'
Purposeful Talk		<ul style="list-style-type: none"> Uses mostly voluntary responses to solicit answers Does not or minimally prompts staff/students to justify or extend their responses 	<ul style="list-style-type: none"> Uses some strategies to engage equitable participation Sometimes prompts staff/students to justify or extend their responses 	<ul style="list-style-type: none"> Routinely uses a variety of questioning strategies that draw equitable participation (i.e. visible, random) based on culturally responsive best practices – rigor, relevance, relationships, and realness Regularly prompts staff/students to justify or extend their responses related to content specific language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Staff/students themselves ensure that all voices are heard with justifications</u> Able to modify in real time how purposeful talk is being used

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Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few staff/students (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the participants Sequencing of questions is not purposeful Uses little or no discussion 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some staff/students (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the participants Sequencing of some questions with minimal regard to staff/students' learning needs 	<ul style="list-style-type: none"> Uses questioning and discussion to involve every staff/student, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Uses questioning and discussion that displays a variety of culturally responsive techniques to ensure all are participating and considering staff/student input Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Staff/students create their own questions around the topic of study for discussion</u> Staff/students lead the discussion with little direction from the TOSA/coach Sequencing of questions is purposeful and scaffolds learning for all
Function of Technology Used in Coaching		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool in learning Minimal use of technology to benefit areas of coaching (collaboration, data collection, data analysis, scheduling, videotaping, podcasts, etc.) 	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> Uses available technology to augment or modify instructional 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: <ul style="list-style-type: none"> Uses technology for significant task redesign or to 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
Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers staff/students a single pathway to access and present information Rarely assists in building capacity of staff to present using multiple means of representation, expression, and engagement 	<ul style="list-style-type: none"> Offers staff/students few pathways to access and present information Sometimes assists in building capacity of staff to present using multiple means of representation, expression, and engagement 	<ul style="list-style-type: none"> Offers staff/students multiple pathways to access and present information Regularly assists in building capacity of staff to present using multiple means of representation, expression, and engagement 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides staff/students with voice and choice about options for accessing and presenting information</u>
Feedback		<ul style="list-style-type: none"> Feedback is not or is inconsistently provided Feedback is of poor quality Feedback is not delivered in a way that staff/students can apply Feedback is not provided in a timely manner 	<ul style="list-style-type: none"> Regular feedback is provided Some elements of intentional feedback are present Feedback delivered is applicable 	<ul style="list-style-type: none"> Regular feedback is provided and describes how staff/students can improve Staff/students understand the purpose of the feedback and how it will be used to monitor progress Feedback is delivered in a way that staff/students can apply in language that exhibits positive growth Feedback is provided in a timely manner 	Meets Proficient AND: <ul style="list-style-type: none"> Staff/students know how to make use of feedback in their learning Staff/students give useful feedback to each other
Engaging Staff/Students in Learning		<ul style="list-style-type: none"> Few staff/students are authentically or actively engaged or are off-task Little awareness of when staff/students are not engaged Seldom takes overt action to re-engage staff/students and/or increase staff/student engagement 	<ul style="list-style-type: none"> Some staff/students are authentically and actively engaged Some awareness of when staff/students are not engaged Sometimes takes overt action to re-engage staff/students and/or increase staff/student engagement 	<ul style="list-style-type: none"> Virtually all staff/students are authentically and actively engaged Consistent awareness of when staff/students are not engaged Routinely takes overt action to re-engage staff/students and/or increase staff/student engagement 	Meets Proficient and: <ul style="list-style-type: none"> <u>Staff/students show ownership in authentic self-directed learning</u>
Coaching/PD Closure		<ul style="list-style-type: none"> No time allowed for closure and staff reflection 	<ul style="list-style-type: none"> Some time allowed for closure and staff reflection Closure is sometimes connected to the objective Closure is directed by the TOSA/coach 	<ul style="list-style-type: none"> Ample time allowed for closure and staff reflection Closure is consistently connected to the objective Closure is directed by staff/students 	Meets Proficient AND: <ul style="list-style-type: none"> Staff/students can articulate a clear connection to the objective during the closure

Elements of Effective MLL SPED TOSA/Coach

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Co-planning for Informed Instruction		<ul style="list-style-type: none"> Provides little opportunity for co-planning for data informed instruction with staff No or little use of data through multiple lenses (race, gender, etc.) Rarely facilitates conversations that utilize students' strengths 	<ul style="list-style-type: none"> Provides some opportunities for co-planning for data informed instruction with staff Some use of data through multiple lenses (race, gender, etc.) Sometimes facilitates conversations that utilize students' strengths 	<ul style="list-style-type: none"> Assists in student data analysis and use of assessment to plan instruction with staff Consistent use of data through multiple lenses (race, gender, etc.) Consistently facilitates conversations that utilize students' strengths 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Empowers other educators to take a leadership role in their school with regards to planning instruction through data analysis and use of assessment
PLCs Facilitation (if applicable to job duties)		<ul style="list-style-type: none"> 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, language development, and learning development 	<ul style="list-style-type: none"> 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, language development, and learning development 	<ul style="list-style-type: none"> 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, language development, and learning development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> PLC facilitation has led staff to deeply enrich educational practices resulting in increased learning for all students
Program/ Task Development		<ul style="list-style-type: none"> Little to no forward progress in program development/tasks in which the TOSA/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 	<ul style="list-style-type: none"> Some forward progress in program development/tasks in which the TOSA/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 	<ul style="list-style-type: none"> Regular and ongoing forward progress in program development/tasks in which the TOSA/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 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Exceptional forward progress in program development/tasks bringing the work to a new level
Co-teaching Supports		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> 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
Language Supports (MLL only)		<ul style="list-style-type: none"> Rarely guides school sites to deepen their understanding of language supports for English Learners across content areas Rarely provides strategies for language development that supports academic achievement for English Learners Rarely connects staff/students with needed resources that support English Learning, Dual Language or Indigenous World Language instructional models Rarely supports schools/programs to establish, refine, and sustain rituals and routines to promote academic language 	<ul style="list-style-type: none"> Sometimes guides school sites to deepen their understanding of language supports for English Learners across content areas Sometimes provides strategies for language development that supports academic achievement for English Learners Sometimes connects staff/students with needed resources that support English Learning, Dual Language or Indigenous World Language instructional models Sometimes supports schools/programs to establish, refine, and sustain rituals and routines to promote academic language 	<ul style="list-style-type: none"> Consistently guides school sites to deepen their understanding of language supports for English Learners across content areas Regularly provides strategies for language development that supports academic achievement for English Learners Effectively connects staff/students with needed resources that support English Learning, Dual Language or Indigenous World Language instructional models Regularly supports schools/programs to establish, refine, and sustain rituals and routines to promote academic language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Facilitates and supports schools to organize and/or develops new resources for staff/schools to deepen their understanding of language supports for English Learners

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Special Education Supports (SPED only)		<ul style="list-style-type: none"> Rarely guides school sites to deepen their understanding of language supports for SPED and SPELL students Rarely provides strategies for language and learning development that supports academic achievement for SPED and SPELL students Rarely connects staff/students with needed resources that support SPED and SPELL instructional models 	<ul style="list-style-type: none"> Sometimes guides school sites to deepen their understanding of language supports for SPED and SPELL students Sometimes provides strategies for language and learning development that supports academic achievement for SPED and SPELL students Sometimes connects staff/students with needed resources that support SPED and SPELL instructional models 	<ul style="list-style-type: none"> Consistently guides school sites to deepen their understanding of language and learning supports for SPED and SPELL students Regularly provides strategies for language and learning development that supports academic achievement for SPED and SPELL students Effectively connects staff/students with needed resources that support SPED and SPELL instructional models 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Facilitates and supports schools to organize and/or develops new resources for staff/schools to deepen their understanding of learning and language supports for SPED and SPELL students
Time Management and Organization		<ul style="list-style-type: none"> Rarely uses electronic district calendar to schedule meetings and appointments Rarely ensures scheduling at all assigned schools Rarely able to maintain flexibility with administration, teachers, and team around rescheduling if issues arise 	<ul style="list-style-type: none"> Sometimes uses electronic district calendar to schedule meetings and appointments Sometimes ensures scheduling at all assigned schools 	<ul style="list-style-type: none"> Regularly uses electronic district calendar to schedule meetings and appointments Regularly ensures timely scheduling around coaching, collaborating, consulting, and evaluations Regularly ensures scheduling at all assigned schools Able to maintain flexibility with administration, teachers, and team around rescheduling if issues arise 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> 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
Relationships Between TOSA and Staff/students		<ul style="list-style-type: none"> TOSA/coach interaction with at least some staff/students is negative, demeaning, sarcastic, or inappropriate to the age of the staff/students Interactions reflect inconsistencies, favoritism, or disregard for staff/students' cultures Staff/students exhibit disrespect for TOSA/coach or peers 	<ul style="list-style-type: none"> TOSA/coach-staff/student interactions are generally appropriate Staff/students exhibit only minimal respect for TOSA/coach or peers 	<ul style="list-style-type: none"> TOSA/coach-staff/student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and TOSA/coach seeks input/advice on what are appropriate cultural norms for staff/students outside of the TOSA/coach's culture Staff/students exhibit respect for TOSA/coach and peers 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Recognizes staff/student contributions to the classroom community Creates an environment where staff/students build relationships with the TOSA/coach, not just the TOSA/coach building relationships with staff/students
School/ Program Rituals and Routines (SPED Only)		<ul style="list-style-type: none"> Rarely understands school/program rules and procedures Rarely supports schools/programs to establish, refine, and sustain rituals and routines to enhance school climate; tends to provide reactive services Rarely works with schools/programs to analyze trends in behavior data to eliminate racial predictability Rarely supports teachers/staff to independently establish and maintain effective rituals and routines to promote rigorous learning 	<ul style="list-style-type: none"> Understands school/program rules and procedures Sometimes supports schools/programs to establish, refine, and sustain rituals and routines to enhance school climate Sometimes works with schools/programs to analyze trends in behavior data to eliminate racial predictability Sometimes supports teachers/staff to independently establish and maintain effective rituals and routines to promote rigorous learning 	<ul style="list-style-type: none"> Understands school/program rules and procedures and is able to incorporate expectations into coaching and professional development Regularly supports schools/programs to establish, refine, and sustain rituals and routines to enhance school climate Regularly works with schools/programs to analyze trends in behavior data to eliminate racial predictability Regularly supports teachers/staff to independently establish and maintain effective rituals and routines to promote rigorous learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds capacity such that teachers/staff are able to sustain a positive learning climate Always incorporates expectations (school/program rules and procedures) into coaching and professional development

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	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Master Scheduling Collaboration (SPED Only)		<ul style="list-style-type: none"> Rarely advocates for equitable learning for students through the impact of scheduling and access to a general education teacher Rarely collaborates with building/program master scheduler to align offerings for SPED and SPELL students such that they have access to general education curriculum and classes Rarely works with SPED team to determine academic needs of students as a means to maximize resources within the schedule 	<ul style="list-style-type: none"> Sometimes advocates for equitable learning for students through the impact of scheduling and access to a general education teacher Sometimes collaborates with building/program master scheduler to align offerings for SPED and SPELL students such that they have access to general education curriculum and classes Sometime works with SPED team to determine academic needs of students as a means to maximize resources within the schedule 	<ul style="list-style-type: none"> Consistently advocates for equitable learning for students through the impact of scheduling and access to a general education teacher Routinely collaborates with building/program master scheduler to align offerings for SPED and SPELL students such that they have access to general education curriculum and classes Regularly works with SPED team to determine academic needs of students as a means to maximize resources within the schedule 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting SPED coaching colleagues with practices around support master scheduling at buildings/programs Master scheduler will seek out SPED coach to be proactive when developing the schedule
Master Scheduling Collaboration (MLL Only)		<ul style="list-style-type: none"> Rarely advocates and provides support to staff in using strategic placement of ELs during scheduling to promote access to grade-level rigorous curriculum in an inclusion setting Rarely collaborates with building/program master scheduler to align co-tough course offerings with ELD classes Rarely works with EL team to determine academic needs of students as a means to maximize resources within the schedule 	<ul style="list-style-type: none"> Sometimes advocates and provides support to staff in using strategic placement of ELs during scheduling to promote access to grade-level rigorous curriculum in an inclusion setting Sometimes collaborates with building/program master scheduler to align co-tough course offerings with ELD classes Sometimes works with EL team to determine academic needs of students as a means to maximize resources within the schedule 	<ul style="list-style-type: none"> Consistently advocates and provides support to staff in using strategic placement of ELs during scheduling to promote access to grade-level rigorous curriculum in an inclusion setting Routinely collaborates with building/program master scheduler to align co-tough course offerings with ELD classes Regularly works with EL team to determine academic needs of students as a means to maximize resources within the schedule 	<p>Meets Proficient AND</p> <ul style="list-style-type: none"> Takes a leadership role in assisting EL coaching colleagues with practices around support master scheduling at buildings/programs Master scheduler will seek out EL TOSA to be proactive when developing the schedule
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Space is cluttered and materials are in disarray Arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons/PD with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to staff/students and supports staff/student learning Space is neat, clean, and uncluttered; materials are readily available Space is safe and the furniture and/or space arrangement is a resource for learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Staff/students can explain and maintain the system <u>Staff/student input has been considered in creating the system and staff/student suggestions for improvement are welcomed</u> Space is safe and accessible and staff/students can adjust the furniture and/or utilize space to advance their own purposes in learning
Engaging Stakeholders		<ul style="list-style-type: none"> Does not attempt to engage stakeholders in the work of the program Rarely builds relationships with stakeholders Seldom seeks opportunities to learn about cultures and backgrounds of stakeholders Does not create a welcoming environment for stakeholders 	<ul style="list-style-type: none"> Attempts to engage stakeholders in the work of the program Builds relationships with some stakeholders, but not others Sometimes seeks opportunities to learn about cultures and backgrounds of stakeholders 	<ul style="list-style-type: none"> Intentionally reaches out to stakeholders in an effort to build reciprocal relationships and increase engagement Views stakeholders as partners in the program Routinely seeks opportunities to learn about the cultures and backgrounds of stakeholders Creates a welcoming environment for stakeholders 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Routinely works to bring in more stakeholders to the program/work
Expectations for Para-professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Support staff are underutilized Delegates too much to the support staff Rarely coaches teachers/staff on how to effectively direct work of support staff including creating schedules that target the language and learning needs of students Rarely develops and/or collaborates with school staff to develop and/or lead paraprofessional professional development 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Inconsistently clarifies and/or reinforces expectations of the support staff Sometimes coaches teachers/staff on how to effectively direct work of support staff including creating schedules that target the language and learning needs of students Sometimes develops and/or collaborates with school staff to develop and/or lead paraprofessional professional development 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff/volunteers Uses support staff/volunteers to promote staff/student learning; specifically plans for the support staff/volunteers Continuously clarifies and reinforces expectations of the support staff/volunteers Routinely coaches teachers/staff on how to effectively direct work of support staff including creating schedules that target the language and learning needs of students Effectively develops and/or collaborates with school staff to develop and/or lead paraprofessional professional development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and staff/student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends or participation in other leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> 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 staff/students 	<ul style="list-style-type: none"> 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 staff/students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and staff/students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and staff/students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and staff/students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> 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 all staff/students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Stakeholders rarely receive information about the program Difficult for stakeholders to contact or does not respond when contacted 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for stakeholders to support the success of the program
Service to School/District		<ul style="list-style-type: none"> Does not support the departmental and/or school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school, departmental, and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the departmental and school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school, departmental, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the departmental and school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school, departmental, and SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all staff/students 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

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Record Keeping		<ul style="list-style-type: none"> Minimally maintains records Records are in disarray resulting in errors and confusion Rarely supports communication with schools regarding EL/SPED data and records 	<ul style="list-style-type: none"> Regularly maintains records Sometime supports communication with schools regarding EL/SPED data and records 	<ul style="list-style-type: none"> Maintains fully effective systems for record keeping Maintains accurate and up-to-date records Supports ongoing communication with schools regarding EL/SPED data and records 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student progress Mentors colleagues in effective and timely record keeping procedures
Due Process (SPED only)		Rarely provides coaching and support to staff resulting in: <ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) Inconsistent case management; sometimes takes lead to assure IEP services are scheduled and delivered, minimal problem solving if issues arise Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs, and progress notes 	Sometimes provides coaching and support to staff resulting in: <ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	Effectively provides coaching and support to staff resulting in: <ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) Consistent and effective case management; regularly takes lead to assure IEP services are scheduled and delivered, strategic problem solving if issues arise Due Process procedures are consistently followed Due dates are met for evaluations, IEPs, and progress notes 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: