

EVALUATION HANDBOOK  
FOR  
ACADEMIC COACHES  
Revised Edition October 2011



“Improving Teaching and Learning Practices  
Through Teacher Leadership”

**LITTLE ROCK SCHOOL DISTRICT**  
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## **PREFACE**

In May 2011, a joint committee of committed academic coaches and administrators convened to examine the current research and thinking about the critical leadership roles that teacher-leaders play in contributing to student and school success as we revised the current evaluation instrument used for assessing the performance of our instructional or academic coaches. The joint committee comprised of five appointed academic coaches by the Little Rock Education Association and five selected administrators comprised of principals and central office administrators. These committee members collectively believe that teacher leadership is a potentially powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21<sup>st</sup> century.

## **ACKNOWLEDGEMENT OF THE COMMITTEE MEMBERS**

The Evaluation Handbook for Academic Coaches of the Little Rock School District is the result of collaboration and cooperation of our academic coaches, principals, curriculum directors, and the consultation of the National Teacher Leader Model Standards.

### **General Chairperson**

Dr. Lloyd Sain, Jr, Director, Leadership & Secondary Teacher Development

### **Committee Members**

Sabreen Al Uqdah, Literacy Coach, Stephens Elementary

Ann Blaylock, Principal, Hall High

Dr. Cheryl Carson, Principal, Booker Arts Elementary

Ashley Davis, Math Coach, Chicot Primary

Suzi Davis, Director, Secondary Literacy

Shirley Ferguson, Literacy Coach, McClellan High

Cathy French, Teacher, Mann Middle

Glenn Holloway, Math Coach, Forest Heights Middle

Michelle Jackson, Math Coach, Parkview High

Dr. Ericka McCarroll, Principal, Bale Elementary

Lillie Scull, Principal, Romine Elementary

Eunice Thrasher, Principal, Dunbar Middle

### **Revision Committee**

Debra Brown, Literacy Coach, Pulaski Heights Middle

Karen James, Director, Elementary Literacy

Marcelline Carr, Lead Teacher, Mathematics

## **Academic Coach Evaluation Overview**

### **A. Purpose of Evaluation**

The Little Rock School District believes that the primary responsibility of the academic coaches is to expand the capacity of teachers to deliver quality instruction using best practices. The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In order to ensure such expectations are met, this appraisal system has been designed.

### **B. Goals of Evaluation**

The Little Rock School District has established goals for the academic coaches to be considered in the evaluation process. Achieved through individual or group interaction, these goals are primarily to assess the academic coach's development and effectiveness in the areas of planning and assessment, instruction, learning environment, and professional responsibilities.

### **C. Review of the Evaluation**

The appraisal system shall periodically be jointly reviewed by the Little Rock School District and Little Rock Educational Association. At the discretion of the Superintendent, proposed changes or clarifications from the joint review will be recommended to the Little Rock School District Board of Directors for review and approval.

### **D. Training of the Evaluators**

To ensure that evaluators are prepared to implement the Academic Coach Evaluation Process, the Little Rock School District will offer ongoing professional development to the evaluators to strengthen their skills that assist with the assessment and development of the coach.

### **E. Orientation of Program Appraisal System**

Academic Coaches will be acquainted with the Little Rock School District evaluation process, policy, procedures, and forms. The competencies for each domain will be explained and discussed by the evaluator. Each academic coach will be assigned an appropriate evaluator. The scope and purpose of the Professional Growth Plan will be outlined and explained by the evaluator. The coaches' signed acknowledgment of the training and the receipt of the new appraisal booklet will be acquired.

## **Expectations and Requirements**

### **EXPECTATIONS**

Academic coaches in leadership roles work in collaboration with principals and other central office administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes. By doing so, academic coaches support school leaders in encouraging innovation and creating cultures of success in schools. Academic coaches can neither be effective nor successful without principal support, but neither can the principal maximize his or her effectiveness without harnessing the talents and expertise of academic coaches in leadership roles.

To ensure the collaboration and success of this instructional partnership, the evaluator will meet with the academic coach during the first nine weeks to complete the following activities:

- Review achievement data
- Discuss the professional development needs of the teachers based on student data
- Create a professional development plan
- Review implementation of school goals
- Discuss implementation of the electronic calendar

### **OBSERVATION PROCESS FOR AN ACADEMIC COACH**

The formal observation process will include the pre-observation conference, the observation, and the post-observation conference as identified within the four domains (Planning and Assessment, Instruction, Learning Environment, and Professional Responsibilities) and their corresponding indicators of the *Academic Coaches Performance Report*.

The **pre-conference** will specifically assess the coaches' fulfillment and achievement of Domain I: Planning and Assessment. For this pre-conference, the academic coach will prepare and bring the following artifacts: 1) agendas, minutes, and sign-in sheets, 2) an analysis of data disaggregation, 3) electronic calendar to include coach's reflection, 4) progress of Professional Growth Plan (PGP), and 5) evidence or documents supporting the observational activity to be observed later by the evaluator. The following observational activities conducted by the academic coach fulfill the observational requirement: observing a model lesson, observing a co-teaching, facilitating a conference with a teacher, conducting collaborative conference with a teacher, or conducting a planned professional development session. The academic coach will submit these artifacts to the evaluator within 24 hours of the pre-conference date and time.

The **observation** will assess certain indicators found within Domain II: Instruction and Domain III: Learning Environment. A post-conference following the observation will be scheduled and held between the academic coach and the administrator within ten (10) contractual days to reflect on the observation and to provide a formative assessment of the coach's achievement of the domains and their corresponding indicators.

The **post-conference** following the observation will be scheduled and held between the academic coach and the evaluator within ten (10) contractual days. The academic coach will complete a reflection via the *Post-Observation Reflection Form*, (p. 11) and submit it to the evaluator within 24 hours of the post-conference date and time. The purpose of the post conference is to reflect on the observation and to provide a formative assessment of the coach's achievement of the domains and their corresponding indicators.

- ◆ Effective 2011-2012, all Academic Coaches, with the exception of probationary academic coaches, will receive at least one (1) formal observation every three (3) school years and will receive a summative appraisal by May 31st.
- ◆ During the two years when a formal observation is not required, the academic coach must fulfill the expectations of Domain IV and the submission and completion of a Professional Growth Plan with accompanying artifacts.

### **Cycle Year for Tenured Academic Coach**

(To be formally observed every three years)

- ❖ Receives one formal observation that includes a pre-and-post conference
- ❖ Fulfills Domain IV (supporting documentation and/or artifacts)
- ❖ Submits and completes Professional Growth Plan (p. 14) w/ artifacts using the “Completed Professional Growth Plan Form,” p.16.
- ❖ Receives a Summative Evaluation via “Academic Coach Performance Appraisal,” pp. 18-21.

During the cycle year, the administrator may conduct drop-ins without notice. If the coach’s performance becomes unacceptable, the academic coach will be notified and given an opportunity to improve.

### **Non-cycle Year for Tenured Academic Coach**

(To occur two consecutive years of the three-year cycle)

- ❖ Fulfills Domain IV with supporting documentation and/or artifacts
- ❖ Submits and completes a Professional Growth Plan (p. 14) with artifacts using the “Completed Professional Growth Plan Form,” p. 16.
- ❖ Receives a summative evaluation via “Academic Coach Performance Appraisal,” pp. 18-21.

During the non-cycle year, the administrator may conduct drop-ins without notice. If the coach’s performance becomes unacceptable, the academic coach will be notified and given an opportunity to improve.

### **Probationary Cycle for Academic Coaches**

#### **Year I, II, or III**

(transferring from another Arkansas district, out-of-state, private/parochial)

- ❖ Receives one formal observation activity that includes pre-and-post conference – Domains I, II, & III
- ❖ Receives one informal observation activity conducted on Domains I and II with post conference
- ❖ Fulfills Domain IV with supporting documentation and/or artifacts
- ❖ Receives a mid-year/interim evaluation via “Academic Coach Performance Appraisal,” pp. 18-21 on Domains I and II
- ❖ Receives a summative evaluation on Domains I, II, III, and IV via “Academic Coach Performance Appraisal,” pp.18-21.

During the probationary phase, the evaluator may conduct drop-ins without notice. If the coach’s performance becomes unacceptable, the academic coach will be notified and given an opportunity to improve.

The evaluator may initiate and conduct a formal observation as well as conduct informal drop-ins or pre/post conferences with the academic coach where needed outside of the three-year cycle rotation. .

# Professional Support Track

## PURPOSE

The Professional Support Track will offer a good faith effort to support and guide the academic coaches in meeting the expectations set forth in the Little Rock School District's Academic Coaches' Performance Standards. The Professional Support Track has three primary purposes:

- 1) to demonstrate the commitment of the District to the ongoing growth and development of all academic coaches,
- 2) to enable an evaluator to assist a probationary or non-probationary academic coach to improve a specific Coaches' Performance Standard or/and professional competency, and
- 3) to enable an academic coach to seek assistance in any of the Academic Coaches' Performance Standards based upon the coach's self-initiation.

The Professional Support Track aims to offer the best possible opportunities for professional development and growth. However, during certain steps, the evaluator may deem it necessary to involve the appropriate assistant superintendent or/and the Human Resource Director. Because of the personal nature of this track, confidentiality is required of all participants. This Track consists of two levels:

Level One: Awareness Phase - (A 30-day Action Plan for Improvement is enacted).

Level Two: Assistance Phase - (A 40-day Action Plan for Improvement Plan is enacted).

## **Professional Support Track**

### **LEVEL ONE: AWARENESS PHASE**

The purpose of the Awareness Phase is to mutually assemble individuals to identify and discuss areas of concern related to the Academic Coaches' Performance Standards.

The following steps are employed in the Awareness Phase:

- 1) The evaluator identifies a concern related to the Academic Coaches' Performance Standard and informs the academic coach in writing of the concern.
- 2) The evaluator establishes an initial meeting to be scheduled and held within 10 working days of the notification of concern.
- 3) The evaluator and the academic coach collaborate and attempt to resolve the concern(s) via an established plan (see "Action Plan for Improvement Form," p. 12). Procedures, resources, and timelines (not to exceed 30 days) relative to resolving the concern will be mutually agreed upon by the academic coach, evaluator, and/or other involved parties.

At the conclusion of the thirty day period, the evaluator will review the documented progress of the teacher and will choose one of the following options:

- 1) The academic coach will return to his/her teaching status because the identified concern(s) has been resolved.
- 2) If evidence exists that suggests that the academic coach is making progress in the Awareness Phase but improvement is still needed, then the evaluator may elect to leave the teacher in this phase for a continuation of mutually agreed upon procedures and extended time line , not to exceed 15 more additional days.

OR

- 3) The academic coach has not met the concern(s) and will be placed in the Assistance Phase.

At the final meeting of the Awareness Phase, the evaluator should inform the teacher to her/his right to have a CTA representative or staff member at this meeting if the evaluator is placing the teacher in the Assistance Phase.

Minutes of meetings and information collected in the Awareness Phase will remain at the building level and between the concerned parties.

If the evaluator believes that the academic coach needs a support system to address an area(s) of concern or if requested by the academic coach, then a support team or appropriate personnel will be identified by the academic coach and/or the evaluator.

At the evaluator's discretion, the evaluator may omit placing a teacher in the Awareness Phase and may place the academic coach directly in the Assistance Phase if the requirements for this Phase have been met.

## ***PROFESSIONAL SUPPORT TRACK***

### ***INTENSIVE SUPPORT STATUS FOR ACADEMIC COACH***

Under the Assistance Phase of the Professional Support Track, the following steps are employed in the event an Academic Coach's performance is unsatisfactory (Article 6 and 21, PN Agreement).

- 1) The evaluator will schedule and hold an initial meeting within 10 working days of the final meeting of the Awareness Phase or after direct placement in the Assistance Phase to discuss the concerns and to implement the steps for this phase of improvement.
  - A. Before placing an academic coach in the assistance phase, at least one formal observation must be completed in accordance with the evaluation procedures jointly adopted by LRSD and LREA.
  - B. A post conference and observation report (or any other written assessment, i.e., drop ins) must be completed in accordance with the evaluation procedures.
  - C. When the evaluator deems that the academic coach's overall performance is below basic or basic, a memo shall be given to the academic coach setting a meeting to discuss performance domains and possible probation. The memo must include the following:
    - ✓ The performance domains that are basic or below;
    - ✓ The actions needed to improve or correct the basic or below basic area;
    - ✓ The principal's assurance to meet with the academic coach to develop a plan;
    - ✓ The principal's statement to provide and schedule technical assistance;
    - ✓ The length of the probation or time required to improve;
    - ✓ A statement to notify the academic coach of an extended probation, a non-renewal; or termination recommendation if the competency is not improved; and
    - ✓ A statement to notify the academic coach of his/her right to union representation at that initial meeting.
- 2) An individual plan for improvement will be written collaboratively by the academic coach and the evaluator. The academic coach will be allowed input into the development of the plan. If the academic coach rejects the plan, he/she will be responsible for correcting the below basic or basic performance. The plan will include the following components (see "Action Plan for Improvement Form," p. 12). This plan is to be specific with obtainable objectives and reasonable measurements.
  - a. A specific statement of the areas of concern(s) as it relates to the Academic Coaches' Performance Standards that have been identified as below basic or basic;
  - b. Strategies, procedures, technical assistance, and/or activities to be utilized for the resolution of the problem;
  - c. Indicators of success relating to the Academic Coaches' Performance Standard that need improvement;

- d. A listing of resources to be allocated for plan implementation and completion including but not limited to materials and staff development, with budgetary considerations. Technical assistance must be provided during this probationary period unless rejected by the academic coach and documented by the evaluator..
  - e. A time line, maximum 40 contractual days for the academic coach, indicating implementation dates, final review dates, and meeting dates to review progress of the plan.
- 3) Copies of the plan, all meetings, and discussions will be filed at the building level and in the academic coach's personnel file (See "Minutes of Action Plan Meeting," p. 13).
  - 4) During the probation period, the evaluator will do a **formal** observation with the required **pre** and post observation conference to assess the progress and to provide feedback to the academic coach. In the pre-conference, the academic coach and administrator will mutually identify, where possible, the date of the observation. During the post observation conference, the administrator and the academic coach will jointly confer to determine how future progress and feedback will be determined at or near the end of the probationary period (i.e., informal observation, drop-ins, written communication, and/or conferences).
  - 5) At the final probationary conference, a union representative will be present. In the final meeting, the principal shall be present to inform the academic coach and to respond to any questions about his or her decision to enact the below options listed under #6.
  - 6) An appraisal form shall be completed and included with the evaluator's recommendation.

A review of progress at the conclusion of the designated time period will result in one of the three recommendations by the administrator:

- A. Problem is resolved. The academic coach will return to his/her teaching status because the identified concern(s) has been resolved.
  - B. Progress is noted. The academic coach continues in the Assistance Phase for an additional period of time, not to exceed 15 additional days.
  - C. Problem is not resolved. The academic coach is recommended for non-renewal or termination of contract in accordance with the Arkansas Teacher Fair Dismissal Act.
- 7) All data and forms obtained during the Assistance Phase will be used if a non-renewal or termination should be recommended.

**Academic Coaches'  
Post-Observation Reflection Form**

(The academic coach will complete and submit this form to the evaluator within 24 hours  
of the post-conference.)

Coach Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Circle Activity: **M CT C PD R**

<p style="text-align: center;"><b>Activities: M = modeling a lesson with students; CT = Co-teaching a lesson with a teacher; C = Conducting collaborative grade level/subject level meeting or PD; R = facilitating a reflection conference with an individual teacher</b></p>
--

1. In light of your goal(s), how do you think the observation activity went?

2. If you could do this observation activity over again,

a. What would you do differently and why?

b. What would you do the same and why?

3. Based on what happened today, what are your next steps?

**ACTION PLAN FORM FOR IMPROVEMENT**

**Check one:**  **Awareness Phase**  **Assistance Phase**

**Coach** \_\_\_\_\_

**Evaluator** \_\_\_\_\_

**Date** \_\_\_\_\_

**Domain:**  **Planning and Assessment**  **The Classroom Environment**  
 **Instruction**

**Concern(s):**

**Additional Staff for Assistance Phase Staff: (if applicable)**

**Action Plan Strategies and Completion Date(s):**

**Action Plan Success Indicators:**

**Resources (if applicable):**

**MINUTES OF ACTION PLAN MEETING**

**Check one:**     **Awareness Phase**                       **Assistance Phase**

**Academic Coach** \_\_\_\_\_                      **Evaluator** \_\_\_\_\_

**Domain:**     **Planning and Assessment**     **Learning Environment**  
                   **Instruction**

**Identifiable Concern(s):**

**Progress Noted:**

**Secondary Concern(s):**

**Modifications (if applicable):**

**Evaluator's Signature** \_\_\_\_\_                      **Date** \_\_\_\_\_

**Academic Coach's Signature** \_\_\_\_\_                      **Date** \_\_\_\_\_

**This form is filed at the building level only.**

## Professional Growth Plan Form for Academic Coach

This Plan is to be completed by the coach who works on an individual plan by **October 15<sup>th</sup> each year.**  
**Activities related to this plan must be completed prior to May 15<sup>th</sup>**

Beginning Month/Year

Final Report Month/Year

\_\_\_\_\_

\_\_\_\_\_

Academic Coach (s)

School/Subject Area

\_\_\_\_\_

\_\_\_\_\_

**Growth Goal:**

**Explain how the Growth Goal supports the School Improvement Plan (ACSIP).**

Select only ONE component from a domain that relates to your growth goal:

### **DOMAIN 1: PLANNING AND ASSESSMENT**

- \_\_\_\_\_ Works with teachers to identify and use research to advocate for teaching and learning processes that meet the needs of all students.
- \_\_\_\_\_ Guides and assists academic teachers in planning, organizing, and preparing for instruction
- \_\_\_\_\_ Uses data to determine students' needs and readiness in planning appropriate strategies.
- \_\_\_\_\_ Assists academic teachers to reflect on previously taught lessons for the purpose of improving instruction.
- \_\_\_\_\_ Assists academic teachers with mandated assessments.
- \_\_\_\_\_ Guides and assists teachers to create and use assessments that match and reflect planned objectives.
- \_\_\_\_\_ Organizes disaggregated data from multiple sources for teacher use.
- \_\_\_\_\_ Facilitates the collection, analysis, and use of district, classroom, and school-based data to identify opportunities to improve curriculum, instruction, and assessment.
- \_\_\_\_\_ Guides and assists teachers to organize materials, resources, and technology to support teacher and student learning.

### **DOMAIN 2: INSTRUCTION**

- \_\_\_\_\_ Delivers professional development that increases teachers' understanding of new concepts and strategies
- \_\_\_\_\_ Guides and assists teachers to relate curriculum to students' experiences.
- \_\_\_\_\_ Models lessons to incorporate best practices and strategies for teaching content
- \_\_\_\_\_ Incorporates a variety of teaching methods and techniques that reflect current research
- \_\_\_\_\_ Collaborates with teachers to select student learning expectations that match student needs and to employ effective classroom practices.
- \_\_\_\_\_ Models flexible grouping practices to respond to diverse needs
- \_\_\_\_\_ Supports teachers' individual and collective professional learning growth based on their needs and/or concerns.
- \_\_\_\_\_ Promotes instructional strategies that address issues of diversity and equity in the classroom.
- \_\_\_\_\_ Promotes instructional strategies that ensure that individual student learning needs remain the central focus of instruction.

### **DOMAIN 3: LEARNING ENVIRONMENT**

- \_\_\_\_\_ Engages in and sustains teacher collaboration to improve teaching and learning
- \_\_\_\_\_ Communicates correctly in writing and speaking when engaged in coaching activities.
- \_\_\_\_\_ Communicates clearly with the teachers, principals, and colleagues when engaged in coaching activities.
- \_\_\_\_\_ Guides/assists teachers in planning and implementing sound instructional strategies that increase student engagement.
- \_\_\_\_\_ Guides and assists teachers in handling classroom routines and rituals efficiently

**Professional Growth Plan Continued**

<b>Activities to meet the goals of this plan</b>	<b>Resources needed for plan activities</b>	<b>Artifacts/Evidence to be collected</b>	<b>Timeline (Month/Year to start activity)</b>

All activities in this plan must be completed prior to May 15th using the PGP for Completed Plan.

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

**This form is filed with the evaluator of the Academic Coach.**

**PROFESSIONAL GROWTH PLAN FINAL EVALUATION FORM  
FOR COMPLETED PLANS**

This form is to be completed individually by each participant  
at the conclusion of the Professional Growth Plan.

Academic Coach: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Dept: \_\_\_\_\_ Plan start date: \_\_\_\_\_ Plan completion date: \_\_\_\_\_

Plan Outcomes:

Artifacts Submitted:

Academic Coach Reflection/Future Consideration:

Evaluator's comments:

\_\_\_\_\_  
Administrator's Signature      Date      \_\_\_\_\_      Date  
Academic Coach's Signature

**This form is filed at the building level.**

## ACADEMIC COACH STANDARDS AND INDICATORS

The LRSD Academic Coach Performance Appraisal consists of four primary focuses: Domain I: Planning and Assessment; Domain II: Learning Environment; Domain III: Instruction; and Domain IV: Professional Responsibilities. Each of the four domains of this document refers to a distinct aspect of the role of the academic coach as a teacher leader. To some extent, the defined components within each domain guide the preparation of experienced teachers to assume leadership roles such as resource providers, instructional and curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches.

There are four levels of performance: exemplary, proficient, progressing, and not meeting. The levels range from describing academic coaches who are still attempting to master the fundamentals of teacher leadership (progressing) to highly successful professionals who are able to communicate their expertise to other professionals (exemplary). The exemplary is only noted for certain indicators where this level can be achieved as defined here.

The four levels of performance, according to Reeves (2004), may be generally defined as follows:

- **Exemplary:** Exceeding the proficiency level, the academic coach provides an impact well beyond the expectations of the job description and thus provides a system-wide impact beyond the borders of a single school. Here, the academic coach provides effective leadership within the school but routinely shares ideas and techniques with other academic coaches, principals, and teachers, as well as prepares the next generation of teacher leaders.
- **Proficient:** The academic coach provides a satisfactory impact on the local school environment—the classroom, subject area, grade level. While successful at this level, the academic coach meets the expectations of the standards but only with impact found within the school setting.
- **Progressing:** The academic coach has inconsistent impact on the local school environment but with emerging growth and learning in progress is progressing toward the achievement of the standard and indicators. The academic coach sees refinement in needed areas and establishes goals to achieve the indicator with a course of action.
- **Not Meeting:** The academic coach has provided no impact on the local school environment and consistently fails to achieve the standard and indicator with effectiveness in this role.

**LITTLE ROCK SCHOOL DISTRICT  
ACADEMIC COACH PERFORMANCE APPRAISAL**

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Type: \_\_\_ Mid-year \_\_\_ Summative      Status: Probationary      Non-probationary

<b>Exemplary(E)</b>	<b>Proficient(PF)</b>	<b>Progressing(PG)</b>	<b>Not Meeting(NM)</b>
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**I. Planning and Assessment**

**1. To assist teachers in planning instruction to meet individual, group, and program needs, the academic coach**

**E PF PG NM**

**INDICATORS**

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Works with teachers to identify and use research to advocate for teaching and learning processes that meet the needs of all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Guides and assists teachers in planning, organizing, and preparing for instruction.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                          | Uses data to determine students’ needs and readiness in planning appropriate strategies.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                          | Assists academic teachers to reflect on previously taught lessons for the purpose of improving instruction.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                          | Assists academic teachers with mandated assessments.  |

**2. To assist teachers in selecting appropriate resources to meet individual, group, and program needs, the academic coach**

**INDICATORS**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Guides and assists teachers to create and use assessments that match and reflect planned objectives.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Facilitates the collection, analysis, and use of district, classroom, and school-based data to identify opportunities to improve curriculum, instruction, and assessment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Guides and assists teachers to organize materials, resources, and technology to support teacher and student learning.   |

Comments:
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## II. Instruction

### 1. To assist the teacher in creating learning experiences that make the subject matter meaningful for all students, the instructional coach

E PF PG NM

**INDICATORS**

Delivers professional development that increases teachers' understanding of new concepts and strategies.

Guides and assists teachers to relate curriculum to students' experiences.

Models lessons to incorporate best practices and strategies for teaching content.

### 2. To assist the teacher to differentiate instruction to meet students' diverse needs, the instructional coach

E PF PG NM

**INDICATORS**

Incorporates a variety of teaching methods and techniques that reflect current research.

Collaborates with teachers to select student learning expectations that match student needs and to employ effective classroom practices.

Models flexible grouping practices to respond to diverse needs.

Supports teachers' individual and collective professional learning growth based on their needs and/or concerns.

Promotes instructional strategies that address issues of diversity and equity in the classroom.

Promotes instructional strategies that ensure that individual student learning needs remain the central focus of instruction.

Comments:

### III. Learning Environment

#### 1. To assist the teacher in communicating expectations clearly, the academic coach

**E PF PG NM**

**INDICATORS**

- Engage in and sustain teacher collaboration to improve teaching and learning.
- Communicates correctly in writing and speaking when engaged in coaching activities.
- Communicates clearly with the teachers, principal, and colleagues when engaged in coaching activities.

#### 2. To assist the teacher in creating a high-performing culture and climate, the academic coach

**NP PF PG NM**

**INDICATORS**

- Guides and assists teachers in planning and implementing learning strategies that increase student engagement.
- Collaborates with teachers in handling classroom routines and rituals efficiently.

Comments:

### IV. Professional Responsibilities

#### 1. To improve his/her knowledge, skills, and disposition as a teacher-leader, the academic coach

**E PF PG NM**

**INDICATORS**

- Participates at the required level for professional development to enhance content knowledge, coaching skills, and pedagogical skills.
- Submits and completes a professional growth plan that supports personal and/or professional needs based on self-reflection, data, or needs assessment.
- Maintains and submits a calendar that documents the “required” time commitment to the development of teachers.
- Attends and actively participates in all required coaching training as well as honors the established professional norms of the meetings and trainings.

Comments:

Recommended for re-employment     Yes     No

I have participated in a conference concerning this appraisal and its results as well as received a copy for my file.

Academic Coach's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

(If the academic coach disagrees with any part of the appraisal or with a recommendation made by the evaluator, the academic coach may elect to attach a written response to the appraisal instrument. Both documents shall then be placed in the academic coach's personnel file. The signature indicates that the academic coach has read and received a copy but does not necessarily indicate agreement with it).