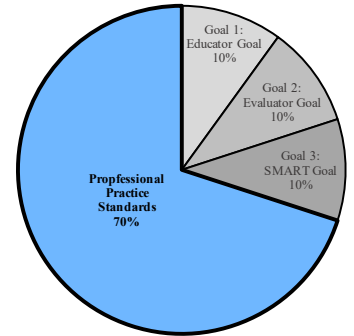


**Professional Practice Standards**

For any rating(s) of Ineffective, Partially Effective or Highly Effective supporting documentation should be provided in the comments section of the appropriate element(s).

The word “students” in standards/elements could refer to school children but also may refer to adult learners for whom an instructional coach/specialist supports.



**QUALITY STANDARD I: Coaches/mentors engage, support, and advance the professional learning of each teacher.**

Element A: Uses reflective conversation skills to engage participating teachers in collaborative problem solving and reflective thinking to promote self-directed learning.

Comments:

Element B: Uses a variety of strategies and resources, including technology to respond to participating teacher's professional needs and to the learning needs of all students.

Comments:

Element C: Uses data to engage participating teachers in examination and improvement of practice.

Comments:

Element D: Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.

Comments:

**Overall Score Standard I – Weighted Score .1667**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD II: Coaches/mentors create and maintain collaboration and professional partnerships to support teacher growth.**

Element A: Creates and environment of trust, caring and honesty with all participating teachers to establish and maintain strong relationships and promote professional growth.

Comments:

Element B: Uses coaching and collaboration time effectively, implementing procedures and routines that support participating teachers' learning.

Comments:

Element C: Understands each participating teachers' school and community and builds relationships with school and community members to foster participating teachers' success and student achievement.

Comments:

Element D: Promotes development of participating teachers' professional responsibility and collaboration with families and the broader school community.

Comments:

**Overall Score Standard II – Weighted Score .1667**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD III: Coaches/mentors utilize knowledge of student content standards, teaching pedagogy, and teachers.**

Element A: Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.

Comments:

Element B: Utilizes knowledge of content standards to advances teacher and student development.

Comments:

Element C: Use knowledge of professional teaching standards to advance teacher and student development.

Comments:

Element D: Uses knowledge of equity principles to deepen participating teachers' application of standards.

Comments:

**Overall Score Standard III – Weighted Score .1667**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD IV: Coaches/mentors design and facilitate professional development for teachers.**

Element A: Builds on and values prior knowledge, background, interests, experiences and needs of participating teachers.

Comments:

Element B: Designs professional development to promote understanding and application of program standards.

Comments:

Element C: Creates an effective environment for professional learning.

Comments:

Element D: Uses a variety of research-based instructional strategies to differentiate professional development for participating teachers.

**Overall Score Standard IV – Weighted Score .1667**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD V: Coaches/mentors utilize assessments to promote teacher learning and development.**

Element A: Plans and organizes for implementation of formative assessments to advance classroom practice.

Comments:

Element B: Uses results of formative assessments to guide mentoring.

Comments:

Element C: Develops participating teachers' abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.

Comments:

**Overall Score Standard IV – Weighted Score .1667**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The teacher stays current with emerging research and innovative methods, and incorporates them into instruction.

**QUALITY STANDARD VI: Coaches/mentors develop as a professional leader to advance mentoring and the profession.**

Element A: Establishes professional goals and pursues opportunities to grow professionally.

Comments:

Element B: Works with colleagues, administrators and school communities to advance the teaching profession.

Comments:

Element C: Reflects on mentoring practice and program.

Comments:

Element D: Practices habits of mind to advance induction and school improvement.

Comments:

**Overall Score Standard IV – Weighted Score .20**

**Ineffective**

Meets expectations on none/some of the elements and is lacking the quality or quantity of progress expected.

**Partially Effective**

Meets expectations on some elements with progress toward meeting expectation of all elements.

**Effective**

Meets expectations on all elements or meets all but one element and is making progress.

**Highly Effective**

Exceeds expectation on all elements. The coach/mentor stays current with emerging research and innovative methods, and incorporates them into instruction.

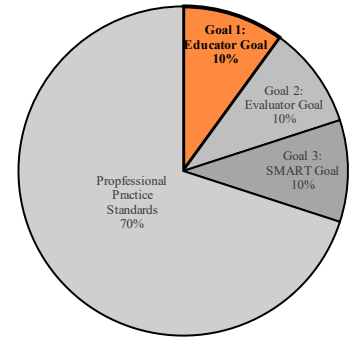
**Summary of Strengths, Concerns and Professional Growth Recommendations**

**Goal 1: Professional Growth Goal**  
**Professional Practice Standard / Element – specific coach/mentor action (determined by coach/mentor)**

\* Rubric Standard/Element:

\* Description of Professional Growth:

\* Description of specific, measurable, target to determine success:



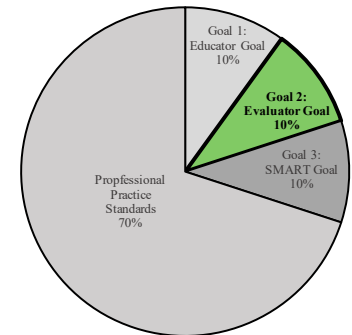
- Exceeds Expectations:** Clearly exceeded the goal.
- Meets Expectations:** Met the goal.
- Does Not Meet Expectations:** Lack of substantial progress toward the goal.

**Goal 2: Professional Growth Goal**  
**Professional Practice Standard / Element – specific coach/mentor action (determined by evaluator)**

\* Rubric Standard/Element:

\* Description of Professional Growth:

\* Description of specific, measurable, target to determine success:



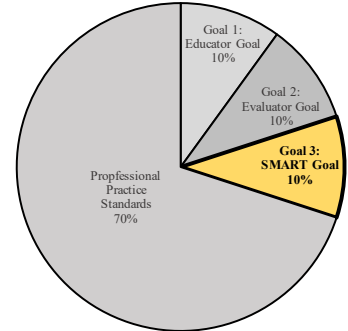
- Exceeds Expectations:** Clearly exceeded the goal.
- Meets Expectations:** Met the goal.
- Does Not Meet Expectations:** Lack of substantial progress toward the goal.

**Goal 3: SMART Goal**  
**Measure of Individual or Collective Growth (mutually determined)**

\* Rubric Standard/Element:

\* Description of Professional Growth:

\* Description of specific, measurable, target to determine success:



- Exceeds Expectations:** Clearly exceeded the goal.
- Meets Expectations:** Met the goal.
- Does Not Meet Expectations:** Lack of substantial progress toward the goal.