

Classroom Coaching Performance Rubric: A Tool for Self-Assessment and for Coaching Others

	1 Emerging	2 Maintaining	3 Sustaining	4 Adaptive
Questioning: The Planning Conversation	<ul style="list-style-type: none"> • Coach asks questions based on the coach's thinking about content, instruction, and assessment. • Coach frames and poses questions that elicit teacher responses focused on explanation and clarification. 	<ul style="list-style-type: none"> • Coach asks questions that elicit the teacher's intent for the lesson in terms of content, instruction, and assessment, and that promote the coach's thinking about content, instruction, and assessment. • Coach frames and poses questions that elicit teacher responses focused on explanation, clarification, prediction, and assessment, and that promote the coach's thinking about content, instruction, and assessment. 	<ul style="list-style-type: none"> • Coach asks questions that elicit the teacher's intent for the lesson in terms of content, instruction, and assessment. • Coach frames and poses questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content and concepts. 	<ul style="list-style-type: none"> • Coach asks questions that elicit the teacher's intent for the lesson in terms of content, instruction, and assessment. • The coach asks questions of her/himself that elicit the coach's intent in the coaching process. • Coach and teacher cocreate questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content and concepts.



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Data Gathering and Coaching Observation	<ul style="list-style-type: none"> Classroom data are subjective (i.e., based on the coach's judgment and inference). Classroom data are based on what the coach is interested in observing. Classroom data are not shared with the teacher. 	<ul style="list-style-type: none"> Classroom data are mostly objective (i.e., measurable and observable, though with some of the coach's judgment or inference included). Classroom data are mostly based on what was agreed upon between the coach and teacher during the planning conversation. Additional data are recorded by the coach based on the coach's opinion of what was important to gather. Classroom data are not shared with the teacher until the reflecting conversation. 	<ul style="list-style-type: none"> Classroom data are objective (i.e., measurable and observable). Classroom data are based on what was agreed upon between the coach and teacher during the planning conversation. A written copy of the classroom data is provided to the teacher immediately following the coaching observation. 	<ul style="list-style-type: none"> Classroom data are objective (i.e., measurable and observable) and include questions to elicit the teacher's intentions (at particular moments of the lesson) based upon the data gathered. Classroom data are based on what was agreed upon between the coach and teacher during the planning conversation and include additional data the coach is able to gather that pertain to issues that had been discussed and agreed to by the coach and the teacher during other planning/reflecting conversations. A copy of the classroom data is provided in a variety of formats (e.g., written, audio, and/or video) to the teacher immediately following the coaching observation.



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Questioning: The Reflecting Conversation	<ul style="list-style-type: none"> • Coach begins the reflecting conversation with her or his interpretation of what occurred during the coaching observation. • Coach frames and poses questions that are based on the coach's beliefs and values about what happened or should have happened during the lesson. • Coach seldom asks questions that focus on student learning. 	<ul style="list-style-type: none"> • Coach begins the reflecting conversation with a question that elicits the teacher's perspective of how the lesson went and then adds her or his opinion of how the lesson went. • Coach frames and poses questions that prompt the teacher to examine the data and how they compare with what the teacher intended. • Coach poses questions that ask the teacher to identify what the students learned. 	<ul style="list-style-type: none"> • Coach begins the reflecting conversation with a question that elicits the teacher's perspective of how the lesson went. • Coach and teacher cocreate questions that prompt the teacher to examine the data and how they compare with what the teacher intended and to identify what she or he would do the same or differently next time and why. • Coach and teacher cocreate questions that ask teacher to identify what students have learned and what evidence the teacher has of student learning. • Coach asks questions that prompt the teacher to begin planning for the next lesson. 	<ul style="list-style-type: none"> • Teacher begins the reflecting conversation by reflecting on how she or he thought the lesson went. • Teacher identifies and responds to questions that prompt her or him to examine the data and how they compare with what the teacher intended and to identify what she or he would do the same or differently next time and why. • Teacher shares evidence that demonstrates student learning and any student misconceptions that may exist. • Teacher identifies what she or he will do next with these students based on the classroom data and the teacher's own reflections.



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Analysis of and Response to Teacher Reflection	<ul style="list-style-type: none"> • Coach assumes what teacher responses mean without checking assumptions or paraphrasing. • Coach accepts vague responses without probing for specificity. • Coach advocates for her or his perspective without inquiring into teacher's perspective. • Coach uses only her or his preferred approach to coaching without consideration of the teacher's need for structure. 	<ul style="list-style-type: none"> • Coach inconsistently applies the norms of pausing, paraphrasing, and probing when responding to the teacher's reflections. • Coach occasionally accepts vague responses without probing for specificity. • Coach inconsistently engages in inquiry first and advocacy second when talking with teacher about how the teacher will apply learnings from one lesson to the next. • Coach modifies coaching approach to match the teacher's need for structure some of the time. 	<ul style="list-style-type: none"> • Coach consistently applies the norms of pausing, paraphrasing, and probing when responding to the teacher's reflections. • Coach consistently probes for specificity around vague responses by the teacher. • Coach consistently starts with inquiry first and advocacy second when talking with teacher about how the teacher will apply learnings from one lesson to the next. • Coach consistently modifies coaching approach to match the teacher's need for structure. 	<ul style="list-style-type: none"> • Coach consistently applies all seven norms of collaboration in conversations with the teacher. • Coach consistently probes for specificity around vague responses by the teacher. • Coach consistently uses inquiry when talking with teacher about how the teacher will apply learning from one lesson to the next. • Coach consistently modifies coaching approach to match the teacher's need for structure.
Engaging With Content	<ul style="list-style-type: none"> • Coach asks questions that elicit responses about the content goals of the lesson without reference to content/curriculum standards. • Coach references content-based tools and curriculum without using them with the teacher. 	<ul style="list-style-type: none"> • Coach asks questions that elicit responses about the content goals of the lesson and about how those goals connect with content/curriculum standards. • Coach uses at least one content-based tool and one curriculum unit in coach's work with the teacher. 	<ul style="list-style-type: none"> • Coach asks questions and provides examples of how to connect lesson/unit plans to content/curriculum standards. • Coach consistently uses most of the content-based tools and curriculum in the coach's work with the teacher. 	<ul style="list-style-type: none"> • Coach conducts demonstration lessons that provide examples of content-specific instruction and assessment that connect to content/curriculum standards. • Coach consistently uses all of the content-based tools and curriculum in the coach's work with the teacher.

