

PERFORMANCE RUBRIC

FOR

EL COACHES

Component 2A/2B. Facilitates high quality, collaborative teaming structures and provides professional development opportunities based on data (through weekly leadership teaming, observation, feedback and inquiry cycles as well as coaching cycles).

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Rarely facilitates teaming or provides professional development sessions • Provides professional development opportunities not based on data. • Rarely conducts classroom observations. • Does not provide teachers with feedback to facilitate EL student growth. 	<ul style="list-style-type: none"> • Facilitates teaming and professional development sessions when requested by teachers or administrators. • Provides professional development opportunities based on anecdotal data and/or the newest instructional trends. • Conducts bimonthly classroom observations with no established focus. • Reflects with teachers about the classroom observation and provides feedback. 	<ul style="list-style-type: none"> • Facilitates teaming or professional development sessions on a pre-set schedule and when explicitly requested • Provides professional development opportunities based on one or two sources of data, focusing on what best benefits the students • Conducts bimonthly classroom observations to gather data about the implementation of suggested targeted strategies. • Reflects with teachers after each observation about the effectiveness of planned strategies. 	<ul style="list-style-type: none"> • Facilitates teaming and/or professional development sessions biweekly, weekly or when deemed needed to build teachers' capacity to instruct EL students. • Provides professional development opportunities based on classroom observation data, student performance data and assessment results focusing on best instructional practices for EL students • Conducts weekly classroom observations to gather data about the implementation of strategies discussed during the lesson planning session. • Debriefs collaboratively with teachers after each observation using the data gathered during the observation, about how well the strategy/ies are working to improve students' learning

3A. Continuously enrolls teachers in the ~~content~~ coaching cycle: co-planning, observation/modeling and debriefing/reflecting on the use of instructional targeted strategies

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Rarely uses data to plan with teachers who ask for help. • Models new strategies only when asked. • Rarely debriefs after modeling sessions 	<ul style="list-style-type: none"> • Sometimes uses data to plan lessons for EL students with teachers who ask for help • Models new strategies for EL teachers during whole group in-service days. Models in the classroom with teachers if specifically asked by administrator or teacher. • Provides debriefing after modeling when questioned by teachers. 	<ul style="list-style-type: none"> • Based on data, plans with all teachers of EL students on a monthly schedule, • Based on research and collected data, model new strategies for teachers during monthly whole group PD • Models the new strategy/ies in the classroom to support teachers who continue to struggle with implementation. • Debriefs with the teacher after most modeling or observation sessions 	<ul style="list-style-type: none"> • Based on data collected from observations, student classwork and assessments plans weekly or daily with all teachers to develop lessons that align rigorous activities with the curriculum and/or to provide scaffolding for EL learners • Researches and models for teachers within individual classrooms new strategies that benefit EL students and are within the scope and sequence of the curriculum • Debriefs with teachers after every observation or modeling session to reflect on the effectiveness of the strategy used and to identify ways to improve for optimal EL student growth.

3C. Supports teachers in the creation of aligned assessments and examines student work to inform further instruction and assessments.

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> Occasionally examines the classwork of EL students. Collaboratively with teachers design classroom activities and interventions, when students' grades reflect lack of progress. Rarely collaborates with teachers to create informal or formal assessments. 	<ul style="list-style-type: none"> Periodically examines EL students' formal assessments to identify students' strengths and weaknesses causing limited or non-existent academic progress Collaboratively with teachers design classroom activities and interventions, to increase ELs academic progress Collaborates monthly with teachers or when requested to create formal assessments that are aligned with the Common Core standards. 	<ul style="list-style-type: none"> Frequently examines with classroom teachers EL students' formal and informal assessments' to identify students' specific needs. Collaboratively with teachers design classroom activities and interventions, to address the students needs based on weaknesses and strengths Collaborates monthly with teachers to create formal assessments that are rigorous and aligned with the Common Core standards. Reminds teachers to provide accommodations as authorized by LDOE 	<ul style="list-style-type: none"> Routinely diagnoses with classroom teachers, EL students' formal, informal assessments and classwork to identify students' specific needs Collaboratively with teachers design classroom activities and interventions, to address the students needs based on weaknesses and strengths identified through data gathered- evidence of academic progress Collaborates weekly with teachers to create informal and formal assessments that are rigorous and aligned with the Common Core standards following LDOE authorized accommodations and recommendations.

4. Demonstrates continuous professional growth in the area of EL instruction and in coaching strategies.

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
<ul style="list-style-type: none"> • Rarely joins ELL Community of Practice sessions • Occasionally attends professional development opportunities offered by the school district • Sometimes reads ELL related books and articles to be updated with research findings 	<ul style="list-style-type: none"> • Occasionally joins ELL Community of Practice sessions • Frequently attends professional development opportunities offered by LDOE through school districts and other sources • Frequently looks for ELL related articles and books to read as a way to be aware of updated research findings 	<ul style="list-style-type: none"> • Frequently participates in ELL Communities of Practice to learn from others and share experiences • Always seeks professional learning opportunities by reading books, and attending PD sessions offered by LDOE, school district or other organizations • Routinely reads ELL related articles and books and frequently becomes part of reading book clubs and/or academic discussion circles. 	<ul style="list-style-type: none"> • Belongs to one or more ELL Communities of Practice and actively contributes knowledge, to the group, sharing experiences and participating in academic discussions • Continuously seeks professional growth through seeking resources, attending credit and noncredit courses, PD workshops and seminars offered by LDOE or other organizations, or via internet • Consistently seeks innovative instructional approaches to help ELLs through books, case studies, articles and journals.