 SELF-ASSESSMENT

 *Instructional Coach*

Instructional Coach:       Supervisor:       Date:

PLAN

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|  | Low |  |  |  |  |  |  |  |  |  | High |
| 1. (P.1) Creates and implements a vision and goals for coaching in collaboration with school and district administrators | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 2. (P.2) Analyzes and uses ongoing assessment data to guide coaching | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 3. (P.3) Designs professional development to ensure educators implement DESK centered instruction and meet Evaluate Davis teaching standards | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 4. (P.4.) Meets individual educator needs by appropriately sequencing and scaffolding professional development | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 5. (P.5) Plans, prioritizes, and balances work tasks to devote a majority of time to direct services to classroom teachers | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 6. **PLAN Reflection**: Discuss areas of strength and areas of needed improvement |

TEACH & TRAIN

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|  | Low |  |  |  |  |  |  |  |  |  |  | High |
| 7. (T.1) Utilizes best practice coaching strategies including pre-conferencing, modeling and observing, and post-conferencing | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 8. (T.2) Facilitates individual, team, and whole group training using a variety of instructional strategies to improve educator effectiveness | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 9. (T.3) Articulates coaching objectives, learning goals, and content clearly | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 10. (T.4) Engages learners through effective instructional strategies | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 11. **TEACH & TRAIN Reflection**: Discuss areas of strength and areas of needed improvement |

CHECK

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|  | Low |  |  |  |  |  |  |  |  |  |  | High |
| 12. (C.1) Models and trains educators to apply a wide variety of frequent formative checks to assess student learning | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 13. (C.2) Works with educators to understand and use student assessment data to guide adjustments to coaching | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 14. (C.3) Implements frequent checks for educator learning and utilizes feedback to guide adjustments to coaching | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 15. (C.4) Provides specific, timely, ongoing formative feedback to educators on instructional practice | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 16. (C.5) Meets regularly with administrators to evaluate and continuously improve instructional coaching | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 17. **CHECK Reflection**: Discuss areas of strength and areas of needed improvement |

ENVIRONMENT

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|  | Low |  |  |  |  |  |  |  |  |  |  | High |
| 18. (E.1) Fosters a safe and inviting environment where educators and coaches are positive and respectful | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 19. (E.2) Demonstrates understanding and tact while communicating high expectations for instructional practice | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 20. (E.3) Creates an environment of support through effective time management, organization, and allocation of resources | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 21. **ENVIRONMENT Reflection**: Discuss areas of strength and areas of needed improvement |

PROFESSIONALISM

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|  | Low |  |  |  |  |  |  |  |  |  |  | High |
| 22. (PRO.1) Engages in self-reflection and professional learning for continuous growth and expertise in content and pedagogy | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 23. (PRO.2) Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 24. (PRO.3) Approaches challenges and changes positively in a problem-solving manner | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 25. (PRO.4) Makes professional contributions to school, district, and school community | [ ] 0 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ] 4 |
| 26. **PROFESSIONALISM Reflection**: Discuss areas of strength and areas of needed improvement |