

***Monroe Public Schools ~ Elementary Curriculum Coordinators/Coaches
(English Language Arts, Mathematics, Science)***

<p align="center">Evidence Generally Collected Through In-Class Observations</p>	<p align="center">Evidence Generally Collected Through Non-Classroom/Reviews of Practice</p>
<p><i>Domain 1 - Coaching with Teachers in Classrooms</i></p> <p>1a. Collaborating with Teachers in the Design of Instructional Lessons and Units</p> <p>1b. Coaching</p> <p>1c. Fostering a positive learning environment that is responsive to and respectful of the learning needs of teachers and all students.</p>	<p><i>Domain 2 - Planning for Active Learning</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b .Planning curriculum to support teachers to cognitively engage students in the content.</p> <p>2c .Selecting appropriate assessment strategies to monitor student progress.</p>
<p><i>Domain 3 - Professional Development/Support Adult Learners</i></p> <p>3a. Supporting Teachers’ Development of Content Knowledge</p> <p>3b. Demonstrating Knowledge of Resources, both Within and Beyond the School and District</p> <p>3c. Plans and Facilitates Professional Learning Activities to Develop Student Assessments</p>	<p><i>Domain 4 – Professional Responsibilities and Teacher Leadership</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

1: Coaching with Teachers in Classrooms

1a. Collaborating with Teachers in the Design of Instructional Lessons and Units

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Collaborating with Teachers in the Design of Instructional Lessons and Units	Declines to collaborate with teachers in the design of instructional lessons or collaborates only when specifically directed to do so.	Collaborates with few teachers in the design of instructional lessons and units across a limited range of grade levels. Collaboration may be limited to providing resources or co-planning of lesson or unit.	Collaborates with classroom teachers in the design of instructional lessons and units.	<i>In addition to the characteristics of Effective:</i> Coach illustrates the release of responsibility to the teacher to apply and/or extend learning beyond the learning expectation.
Collaboration and review of student data to inform instruction	Does not support teacher in analyzing student data to impact instruction.	Provides some support of analyzing student data with the teacher.	Reviews and analyzes student data with the classroom teachers to differentiate lesson planning.	Coach and teacher collaboratively analyze multiple data sources. Coach utilizes reflective coaching practices to guide teachers toward independent data analysis and determination of an appropriate course of action for student learning that includes progress monitoring.
Strategies, tasks and questions	Tasks do not lead teachers to construct new and meaningful learning.	Consistently does most of the work for teachers.	Coach demonstrates purposeful strategies, tasks and questions, which will help students in problem solving, critical thinking, inquiry, addressing misconceptions and discourse.	Coach supports teachers to utilize purposeful strategies, tasks and questions, which will help students in problem solving, critical thinking, addressing misconceptions and discourse.

1: Coaching with Teachers in Classrooms

1b. Coaching

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Utilizing Coaching Methods	Does not apply or utilize knowledge of research-based coaching methods. Schedules coaching sessions only when directed to do so.	Inconsistently or ineffectively applies and utilizes knowledge of research-based coaching methods with teachers. Coaching sessions do not produce changes in teacher skill level.	Uses a variety of research-based coaching methods to support changes in teacher skill level (may include demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Changes in teacher skill level are evidenced through formative measures.	<i>In addition to the characteristics of Effective:</i> Intentionally selects from a variety of research-based coaching methods to match teacher needs to support changes in teacher skill level (may include demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Coaching sessions move teacher toward becoming a reflective practitioner who independently applies coaching strategies.

1: Coaching with Teachers in Classrooms

1c. Fostering a positive learning environment that is responsive to and respectful of the learning needs of teachers and all students.⁽¹⁾

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Rapport and positive social interactions	Interactions between teacher and coach are negative or disrespectful and/or the coach does not promote positive social interactions.	Interactions between teacher and coach are generally positive and respectful and/or the coach inconsistently makes attempts to promote positive social interactions.	Interactions between teacher and coach are consistently positive and respectful and the coach regularly promotes positive social interactions.	There is no disrespectful behavior between coach/teacher.
Respect for student Diversity⁽²⁾	Does not foster a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the coach does not address disrespectful behavior.	Supports a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.

1. **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/ talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning needs of students.

2. **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

2: Planning for Active Learning

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁽³⁾ for all students.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Curriculum content is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁽⁴⁾	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Curriculum content sequence and level of challenge is appropriate	Does not appropriately sequence content of the curriculum content.	Partially aligns curriculum content of the lesson plans within the standards; and inconsistently supports an appropriate level of challenge.	Aligns curriculum content of the lesson plan within the standards; and supports an appropriate level of challenge.	Plans curriculum to challenge students to extend their learning to make interdisciplinary connections.
Use of data to support teachers in determining students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies ⁽⁵⁾	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects **Common Core State Standards** connections.

- Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.
- Connecticut content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.
- Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

2b. Planning curriculum to support teachers to cognitively engage students in the content.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse (6) or inquiry-based learning (7) and /or application to other situations.	Provides clear opportunities for teachers to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources(8) and flexible groupings(9) support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

6. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.
7. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.
8. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
9. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

2c. Selecting appropriate assessment strategies⁽¹⁰⁾ to monitor student progress.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

10. *Assessment strategies* are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Professional Development/Support Adult Learners

3a. Supporting Teachers' Development of Content Knowledge

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Supporting Teachers' Development of Content Knowledge	Fails to support teachers' development of content knowledge and best practices for student learning or provides support to teachers only when directed to so.	Provides inconsistent or incorrect support to teachers through limited learning activities. Activities are inconsistently focused on developing deeper content knowledge and awareness of best pedagogical practices.	Providing resources, informal conversations, and professional learning communities based on professional development needs. Activities are focused on developing deeper content knowledge and awareness of best pedagogical practices.	<i>In addition to the characteristics of Effective:</i> Teachers' lessons show evidence of strategies modeled by coach. Provides differentiated support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities based on professional development needs.

3: Professional Development/Support Adult Learners

3b. Demonstrating Knowledge of Resources, both Within and Beyond the School and District

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Demonstrating Knowledge of Resources, both Within and Beyond the School and District	Coach is unaware of and/or does not utilize available resources in the school or district to help teachers enhance their teaching practice.	Coach utilizes a limited number of resources available in the curriculum, school, or district and inconsistently or incorrectly guides teachers to use the appropriate resources to enhance their teaching practice.	Coach demonstrates knowledge of resources available through the curriculum, school, or district and guides teachers to use the appropriate resources to enhance their teaching practice. Coach models for teachers how to use these resources to enhance their teaching practice.	<i>In addition to the characteristics of Effective:</i> Coach seeks out multiple high-quality resources in and beyond the curriculum, school, or district, on the Internet, and in the professional community. Coach models for teachers how to use these resources to enhance their teaching practice and supports teachers' autonomy in securing future resources.

3: Professional Development/Support Adult Learners

3c. Plans and Facilitates Professional Learning Activities to Develop Student Assessments

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Plans and Facilitates Professional Learning Activities to Develop Student Assessments	Fails to support teachers' development through professional learning activities.	Inconsistently or ineffectively applies or utilizes strategies to facilitate professional learning activities.	Consistently uses a variety of research-based strategies to facilitate professional learning activities in developing highly effective student assessments. Coach consistently uses results of formative assessments to design future professional learning activities.	<i>In addition to the characteristics of Effective:</i> Learning activities contain opportunities for teacher reflection based on transfer of learning to classroom with coach participating in reflective dialogue to help teachers develop independence in responding to the needs of students. Coach consistently uses results of formative assessments to design future professional learning activities and to provide individualized coaching activities as needed.

4: Professional Responsibilities and Teacher Leadership

4a. Engaging in continuous professional learning to impact instruction and student learning.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Collaboration with colleagues	Plans for meetings to review data but does not support teachers in analyzing the data.	Participates minimally with colleagues to analyze data and makes minor suggestions to impact instruction.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and provides on-going support to impact student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	<i>Below Standard</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective</i>
Positive district climate	Does not contribute to a positive district climate.	Participates in district-wide efforts to develop a positive district climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive district climate.	Leads efforts within and outside the district to improve and strengthen the district climate.
Family and community engagement	Limited support of teacher communication with families about student academic performance to required reports and meetings.	Communicates with teachers about student academic performance through required reports and meetings; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with teachers about learning expectations and student academic performance; and supports positive relationships with families to promote student success.	Seeks input from teachers to support student growth and development.
Culturally responsive Communications⁽¹¹⁾	Sometimes demonstrates lack of respect for cultural differences when communicating with teachers to support families OR demonstrates bias and/or negativity in the community.	Generally communicates with teachers to support families and the community in a culturally-responsive manner.	Consistently communicates with teachers to support families and the community in a culturally responsive manner.	Leads efforts to enhance culturally-responsive communications with teachers to support families and the community.

11. *Culturally-responsive communications*: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.