



About this Coaching Rubric

The purpose of this coaching rubric is to identify levels of support for teachers so that coaching and developing them can be more consistent and meaningful. The levels allow you to provide support for teachers using “noticing of positives that you see.” As teachers are noticed for what they are doing well, collaboration and cooperation may increase.

If a teacher is *intensive*, he or she will be visited once weekly, always by the administrator. The administrator will plan to make an unannounced visit to the classroom (not a formal observation) *weekly* and notice something positive, then verbally describe it. This should be a very short visit, and the leader should not bring anything with them to the classroom. The leader will later use a Google Doc form to record what they noticed and the date. These visits allow the leader to monitor progress while also encouraging the teacher through noticing.

A *strategic* teacher should receive a visit twice a month by anyone on the administrative team, using the same process described above. It’s important to complete the Google Doc for strategic teachers as well.

Benchmark teachers receive a monthly visit by anyone on the administrative team, using the same process as above and completing the Google Doc.

These informal observations allow leaders to document positives noticed within the classroom and help teachers feel seen and celebrated on a consistent basis. Coaching and developing staff is a priority for leaders, but it’s difficult to find the time to invest in this process without having a support system in place. This rubric will help the leader identify appropriate levels of support and start the process while remaining consistent. As intensive teachers grow and become more proficient in their abilities within the rubric, they can be moved to strategic and then to benchmark.

Just like in the RTI/MTSS process that is used for students, a teacher will stay at the same tier while the administrator visits and monitors progress for six weeks. Every six weeks, the teacher can be reevaluated and may have made enough progress to move to a different tier. All new teachers start as intensive so that the administrator can guide and coach them.

The amount of time in the room will be minimal, but it’s enough to develop a relationship and an increased sense of trust. Using this rubric process to identify staff strengths provides the structure to be successful. The Google Doc helps with documentation for the formal observation, so that positives can be added to areas for growth.

**CLASS Scores & TTESS Observations also affect the placement on the rubric.*



Coaching Rubric for: _____ Date: _____

Benchmark: Monthly Visits	Strategic: 2x a Month Visit	Intensive: Weekly Visits	Notes
Consistently turns things in on time	Inconsistently turns things in on time	Rarely or never turns things in on time	
Consistently gets along with peers/coworkers	Inconsistently gets along with peers	Rarely or never gets along with peers	
Consistently stays on schedule and/or on time	Inconsistently stays on schedule and/or on time	Rarely or never follows daily schedule and/or stays on time	
Consistently coaches upset students within the classroom	Inconsistently coaches upset students within the classroom	Rarely or never coaches upset students, often sends students out or chronically asks for intervention without follow-through	
Consistently maintains positive relationships with parents	Inconsistently maintains good relationships with parents	Rarely or never maintains good relationships with parents	
Consistently applies/teaches CD skills	Inconsistently applies/teaches CD skills	Rarely or never applies/teaches CD skills	
Consistently applies/teaches CD structures	Inconsistently applies/teaches CD structures	Rarely or never applies/teaches CD structures	
Consistently follows Head Start Performance Standards, PK Guidelines and/or IDEA	Inconsistently follows Head Start Performance Standards, PK Guidelines and/or IDEA	Rarely or never follows Head Start Performance Standards, PK Guidelines and/or IDEA	
Consistently takes responsibility for social/emotional teaching	Inconsistently takes responsibility for social/emotional teaching	Rarely or never takes responsibility for social/emotional teaching	
Consistently follows directives including Code of Conduct	Inconsistently follows directives including Code of Conduct	Rarely or never follows directives including Code of Conduct	
Consistently maintains positive working relationships with all adults in classroom	Inconsistently maintains positive working relationships with all adults in classroom	Rarely or never has positive communication/working relationships with adults in classroom	
Consistently contributes to the overall positive climate of campus	Inconsistently contributes to the overall positive climate of campus	Rarely or never contributes to the overall positive climate of campus	
Consistently has stocked centers and rotates materials thematically	Inconsistently has stocked centers and rotates materials thematically	Rarely or never has enough materials in centers or materials related to theme	
Consistently maintains classroom organization	Inconsistently maintains classroom organization	Rarely or never has an organized classroom	
Always is accountable or aware of all students and their safety	Inconsistently is accountable or aware of all students and their safety	Rarely is accountable or aware of all students and their safety	
Consistently analyzes data to create a plan for student individualization and growth	Inconsistently analyzes data to create a plan for student individualization, and students show below average growth	Rarely or never analyzes data to create a plan for student individualization, and students show little to no growth	