



ReVision Learning Continuum for Instructional Coaching

Domain 1: Evidence-Based Observation	Beginning	Developing	Proficient	Exceptional
A. Evidence cited is directly tied to the appropriate indicators of practice and accurately represents the levels of performance.	<p>Evidence of teaching practice is often misaligned with the appropriate performance indicators.</p>	<p>There is some evidence of teaching practice that is aligned with the appropriate performance indicators and levels, there are numerous instances where it is not.</p>	<p>Most evidence of teaching practice is aligned with the appropriate performance indicators and levels.</p>	<p>All evidence of teaching practice is aligned with the appropriate performance indicators and levels.</p>
	<p>Evidence of teaching practice is not associated with levels of performance.</p> <p>Little to no connections have been made between teaching practice and performance indicators.</p>	<p>Some evidence of teaching practice is associated with levels of performance.</p> <p>There are some/ a few connections that are made between teaching practice and performance indicators.</p>	<p>Most evidence of teaching practice is associated with levels of performance.</p> <p>Most connections are made between teaching practice and performance indicators, some of which are clear and explicit.</p>	<p>All evidence of teaching practice is associated with levels of performance.</p> <p>There are clear and explicit connections made between all teaching practice and performance indicators.</p>
B. Qualitative and quantitative evidence cited in feedback is aligned, appropriate and facilitates targeted growth and improvement.	<p>Evidence cited about teaching practice includes only one type of data.</p>	<p>While the evidence cited is a mix of qualitative and quantitative data, it lacks the alignment and specificity needed to validate claims about teacher practice and support teacher growth and improvement.</p>	<p>The evidence cited is a mix of qualitative and quantitative data. It includes enough specificity needed to validate claims about teacher practice and support some teacher growth and improvement.</p>	<p>The evidence cited is balanced between qualitative and quantitative data and specific facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.</p>
	<p>Evidence is not specific enough to validate claims about teacher practice support teacher growth and improvement.</p>			

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<p>C. Evidence cited in written feedback connects teacher action with student engagement and intended learning outcomes.</p>	<p>Evidence cited in written feedback provides little to no connection between teacher action and learning outcome or impact on students.</p> <p>Evidence cited in written feedback provides little to no connection between teaching practice and performance indicators.</p>	<p>Evidence cited in written feedback provides some connections between teacher action and learning outcome or impact on students but may remain too vague or unsupportive of claim.</p>	<p>Evidence cited in written feedback provides clear and explicit connections between teacher action and impact on student engagement and/or learning process and outcome in support of claim.</p>	<p>The detailed feedback strongly links observed teaching practice/teacher actions to expected student learning objectives, impact on student engagement, learning process, and outcomes.</p>
<p>D. Feedback contains areas of strengths and areas of growth explicitly connected to the indicator and observed practices/evidence and are developed based on indicator language and the key levers between ratings.</p>	<p>Clear areas for teacher growth have not been identified and/or areas of strength have not been recognized. They have little to do with observed lesson and teaching practice.</p> <p>The areas of strength and growth are not directly connected to evidence and/or the indicator language.</p> <p>Key levers between ratings are not utilized for developing the areas of growth and areas of strength.</p>	<p>Some areas for teacher growth along with areas of strength have been identified. They are at least partially connected with observed lesson and teaching practice.</p> <p>The feedback for areas of strength and growth include some connections to the evidence and/or the indicator language.</p> <p>Key levers between ratings are addressed and sometimes connected and utilized for developing the areas of growth and areas of strength.</p>	<p>Clear areas for teacher growth along with areas of strength have often been identified and are often connected with observed lesson and teaching practice and the indicator language.</p> <p>Key levers between ratings are clearly connected to the areas of strength and growth and often utilized for developing specific feedback.</p>	<p>Feedback statements clearly articulate and define the areas of strength and areas of growth with specific data and evidence. They are clearly connected to the indicators and build on the key levers.</p> <p>Feedback provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice.</p>

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<p>E. Evidence cited is objectively stated and without opinion.</p>	<p>Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified.</p>	<p>Some evidence cited is objective but the majority is not. Summary and subjective opinions dominate.</p>	<p>Most evidence is non-judgmental and the majority of data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.</p>	<p>Nearly all evidence is non-judgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other non-judgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.</p>
<p>F. Feedback, as written, serves as a learning tool containing clearly articulated evidence-based feedback and explicit connections.</p>	<p>Instructional Coach does not demonstrate written skills that effectively communicate important findings from the observation.</p> <p>The feedback is not written in full sentences and cannot stand alone as a learning tool. There are no explicit connections, details and/or clearly articulated actionable steps.</p>	<p>The written feedback is sometimes unclear or nonspecific and does not always effectively communicate important findings from the observation</p> <p>Full sentences are sometimes not used in the written feedback.</p> <p>There are some explicit connections, details and/or clearly articulated actionable steps in the written feedback.</p>	<p>The written feedback is clear and specific. All of the feedback is written in full sentences.</p> <p>The written feedback includes some questions that invite reflective practice when appropriate.</p> <p>The written feedback contains explicit connections, details and/or clearly articulated actionable steps. Portions of the feedback can serve as a learning tool.</p>	<p>Written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher.</p> <p>The written feedback includes questions that promote reflective practice and problem solving when appropriate.</p> <p>The written feedback contains explicit connections, specific examples and details, and actionable steps for a teacher.</p>

Domain 2: Coaching through	Beginning	Developing	Proficient	Exceptional
A. Organizes evidence into logical statements aligned to framework through the Claim-Connect-Action structure that accurately reflects the data and provides a foundation for continued improvement.	<p>Conversation is disconnected with designated performance rubric and the Claim-Connect-Action structure is not used. The conversation does not focus on specific evidence to leverage growth in focus areas/does not accurately reflect the totality of the evidence.</p>	<p>The conversation is somewhat connected to the designated performance rubric and Claim-Connect-Action structures are somewhat used. The evidence somewhat reflects the totality of the collected evidence/somewhat taking advantage of the opportunity to focus on supporting growth in specific areas.</p>	<p>Most of the conversation demonstrates strong relevance to the evidence and is connected with designated performance rubric through Claim-Connect-Action structures. Most feedback statements demonstrate an opportunity to focus on specific evidence to support growth.</p>	<p>All of the conversation demonstrates strong relevance to the evidence and is clearly and comprehensively connected with designated indicators through Claim-Connect-Action structures. Feedback statements are a balance of quantitative and qualitative evidence that provide specific and focused potential benchmarks for teacher growth.</p>
B. Conversation is learner/student-focused with connections drawn between student engagement/ learning and specific teaching strategy and/or teacher action and impact on students.	<p>The conversation is not learner-focused. Little to no connections have been made between teacher action and learning outcome or impact on students.</p>	<p>Some feedback statements contain connections between teacher action and learning outcome or impact on students. Artifacts are not considered in the analysis, but should have been.</p>	<p>The conversation is learner-focused. Most feedback statements contain connections between teacher action and impact on student engagement and/or learning process and outcome or encourage the teacher to reflect on these connections when appropriate. As needed, artifact review is somewhat included focused on engagement/learning and impact of teacher.</p>	<p>The detailed feedback strongly links observed teaching practice/teacher actions to expected student learning objectives, impact on student engagement and learning process and outcomes. The conversation encourages the teacher to make explicit connections when appropriate and integrates analysis of past and current artifacts and data.</p>

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<p>C. Conversation includes objectively stated areas of strength and growth related to effective practice and evidence connected to indicators through directive, facilitative or transformational approach.</p>	<p>Clear areas for teacher growth or strength have not been identified. They are not objectively stated or have little to do with observed lesson and teaching practice and are not directly connected to evidence and/or the indicator language/key levers. There is no evidence of a purposeful coaching approach to determine the areas.</p>	<p>Some areas for teacher growth or strength have been identified. The use of the appropriate coaching approach is limited in identifying these. They are generally objective and partially connected with observed lesson, teaching practice, the evidence and/or the indicator language. Key levers between ratings are addressed and sometimes connected and utilized for developing the areas of growth and areas of strength.</p>	<p>Clear areas for teacher growth along with areas of strength have often been objectively identified through the appropriate coaching approach. The areas are often connected with observed lesson, teaching practice, and the indicator language. Key levers between ratings are clearly connected to the areas of strength and growth and often utilized for developing specific action steps.</p>	<p>Feedback statements clearly articulate and define the areas of strength and growth with specific data and evidence through the appropriate coaching approach. They are clearly connected to the indicators and build on the key levers. Feedback/evidence supports/results in areas of growth across multiple indicators of the teacher performance rubric.</p>
<p>D. Goals, action steps, and teacher supports are developed using the appropriate coaching approach and are based on the teacher's zone of proximal development.</p>	<p>Conversation does not result in planned action steps and/or no formative data from previous conversations is integrated.</p>	<p>Conversation results in action steps only for the teacher and may not be high leverage. The use of the appropriate coaching approach is limited in developing these. There is little relevance to the formative evidence discussed throughout the year and/or they are not built on the teacher's areas of strengths.</p>	<p>Conversation results in short-term, high leverage action steps for the teacher and Instructional Coach developed with the teacher's Zone of Proximal Development in mind. Actions utilize an appropriate coaching approach, sometimes through reflective questioning and have been agreed upon. These are connected to formative evidence discussed throughout the year or previous year. Most of the teacher's action steps are built upon recognized strengths.</p>	<p>By utilizing the appropriate coaching approach, conversation results in establishment of SMART goals, high leverage short and long term action steps, and professional learning plan. Instructional Coach facilitates teacher goal setting when possible. All action steps are clearly aligned to previous conversation/action steps, the teacher's Zone of Proximal Development, strengths, and current evidence.</p>

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E. Utilizes varied coaching approaches based on the personality/learning style of the teacher and the context of the teacher's needs and is able to adjust before and during conversation.	Instructional Coach demonstrates little understanding of personality preferences/learning styles /readiness or context - either their own or the person receiving feedback - and does little to adjust to meet the needs of others during feedback.	Instructional Coach demonstrates some understanding of personality preferences/learning styles and context but the approach or feedback is inconsistent and not always aligned with the needs/readiness of others during feedback. The conversation is somewhat learning-focused.	Instructional Coach generally understands his/her own personality preferences, the personality preferences/ learning styles of the person receiving feedback, and the context of the teacher's needs/readiness and adjusts most of the feedback to align with these factors. Instructional Coach generally demonstrates an understanding of how to use coaching methods, listening and questioning.	Instructional Coach clearly understands his/her own personality preferences, the personality preferences/learning styles/beliefs/values of the person receiving feedback, and the context of the teacher's needs/readiness and always adjusts feedback to align with these factors. Instructional Coach utilizes purposeful coaching methods and effective listening and questioning.
F. Deepens the teacher's understanding of effective practices by building a knowledge of the framework and establishing context and through-line connections to district, school goals, and 21st century learning.	There is no attempt to build the teacher's understanding of the instructional framework, context, school/district goals, real world or 21st-century learning.	Instructional Coach integrates some opportunity to build the teacher's understanding of the framework and/or makes general reference to school/district goals, or 21st- century learning/real world skills.	Instructional Coach takes the opportunity to build the teacher's understanding of the framework when possible and makes direct connections to 21st- century learning, real world skills or school/district goals.	Instructional Coach establishes clear and explicit connections to the instructional framework and observed practices, 21st-century learning and expectations for students, and the school and district goals and broader contexts. Instructional Coach maximizes the opportunity to build the teachers' understanding of the instructional framework and definition of effective teaching, through reflection when possible.