

North Sanpete School District

Instructional Coach Evaluation Form

Name: _____ Position: _____ Date: ____/____/____

Evaluator: _____ Position: _____ Location: _____

Summative Year: ☐ **Formative Year:** ☐

1. The coach partners with teachers to gain a clear picture of reality in the classroom by analyzing one or more of the following forms of data: video recording, student data, student interviews, and collecting classroom data at the request of the teacher.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
2. The coach partners with teachers to identify clear, powerful, measurable, student-focused goals that are emotionally compelling for the teacher.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
3. The coach uses an instructional high-impact strategies to offer teachers choices in selecting strategies to use to hit their student-focused goals.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
4. The coach uses checklists to describe clearly the teaching strategies that teachers choose to implement to hit their student-focused goals.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
5. The coach encourages teachers to modify the strategies they use for their student-focused goals to meet student needs.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
6. The coach models teaching strategies that assist teachers with understanding the strategy to meet their student-focused goals in one or more of the following ways:
 - a. Teaching in the teacher's classroom
 - b. Co-teaching in the teacher's classroom
 - c. Before or after class (with no students in the room)
 - d. Observing another teacher's classroom (with the coach)
 - e. Observing another teacher's classroom (without the coach)
 - f. Providing the teacher with video of a teacher using the strategy
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
7. The coach partners with teachers to problem solve and analyze goal progress until the goal is met.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never

8. The coach treats all educators as partners and encourages dialogue over giving advice or directives.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
9. The coach understands the complexities of working with adults and position teachers as the primary decision-makers in the Impact Cycle.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
10. The coach has built trusting relationships with teachers that have led an increased number of teachers to be willing to work with me in the Impact Cycles.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
11. The coach share my instructional knowledge dialogically as a partner and not as an “expert” or as an evaluator.
 - ☐ Always
 - ☐ Frequently
 - ☐ Sometimes
 - ☐ Rarely or Never
12. The coach spend the following amount of my time on coaching cycles in which teachers set their own goals for students.
 - ☐ 70% of more
 - ☐ 50-69%
 - ☐ 30-49%
 - ☐ Less that 30%
13. The coach communicates regularly with school and system leadership about coaching while maintaining confidentiality.
 - ☐ Weekly
 - ☐ Monthly
 - ☐ Quarterly
 - ☐ Rarely or Never

Comments:

Overall Rating	Highly Effective	Effective
Circle one!	Emerging / Minimally Effective	Not Effective

Evaluator Signature: _____ Date: ____/____/____

Employee Signature that it was received: _____ Date: ____/____/____