

APPENDIX X

Gadsden’s Academic Coach Evaluation Tool

School: _____	School Year: _____
Academic Coach: _____	Content Area: _____
Principal: _____	Date: _____

Domain 1: Student Achievement 2 Proficiency Areas - 8 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Student Growth/Achievement				
Indicator 1.1 – Conduct curriculum, program, or service area responsibilities in a manner which ensures that student growth and achievement is continuous and appropriate for age group, subject area and/or student program classification.				
Indicator 1.2 – Coach teachers to facilitate changes in instructional practices, behaviors, attitudes, and expectations to strongly impact student achievement.				
Proficiency Area 2 – Assessment / Evaluation				
Indicator 2.1 – Develop and assist teachers in using assessment strategies to support the continuous development of learners.				
Indicator 2.2 – Interpret and use data (including but not limited to standardized and other test results) for planning, decision-making, and program evaluation.				
Indicator 2.3 – Assist school personnel in the collection, analysis and use of data for assessment, evaluation, and decision-making.				
Indicator 2.4 – Evaluate assigned area of responsibility, program, or services using established criteria.				
Indicator 2.5 – Communicate, in understandable terms, program evaluation results knowledgeably and responsibly to professional colleagues and others who need access to the information.				
Indicator 2.6 – Solicit evaluation of curriculum, program, or service area from teachers, principals, and other appropriate stakeholders.				
Indicator 2.7 – Use evaluation results to improve programs or services.				
Domain 2: Instructional Support 4 Proficiency Areas - 33 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 3 – Planning/Preparation				
Indicator 3.1 – Develop short- and long-range plans based on school, district, and state priorities.				
Indicator 3.2 – Define goals and objectives for the assigned curriculum, program, or service assignment.				
Indicator 3.3 – Plan with teachers and administrative leaders to develop and implement the school / district program.				
Indicator 3.4 – Identify specific intended outcomes that are challenging, meaningful, and measurable.				
Indicator 3.5 - Revise curriculum, program, or service delivery based on assessments.				
Indicator 3.6 – Plan and prepare programs and activities considering students’ culture, learning style, special needs, and socio-economic background.				
Indicator 3.7 – Serve on school / district committees for the planning and implementation of programs and / or services.				
Indicator 3.8 – Plan and prepare strategies which support school improvement plans and the District mission.				

Indicator 3.9 – Select, develop, modify, and / or adapt materials and resources which support learning objectives and address varying learning styles, backgrounds, and special needs.				
Indicator 3.10 – Participate, as requested, in the planning and use of educational facilities that will support the objectives of the District.				
Proficiency Area 4 – Administrative / Management				
Indicator 4.1 – Establish and maintain a positive, organized, and safe environment.				
Indicator 4.2 – Establish and maintain effective and efficient record keeping procedures.				
Indicator 4.3 – Use technology resources effectively.				
Indicator 4.4 – Manage time effectively.				
Indicator 4.5 – Assist teachers in establishing routines and procedures and working with students on consistently following them.				
Indicator 4.6 – Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.				
Indicator 4.7 – Manage materials and equipment effectively.				
Indicator 4.8 – Assist in identifying program or service needs and in developing the budget for the assigned area of responsibility.				
Proficiency Area 5 – Intervention / Direct Services				
Indicator 5.1 – Demonstrate knowledge and understanding of assigned curriculum, program or service area.				
Indicator 5.2 – Provide assistance and coordination in curriculum development, alignment, implementation, and evaluation.				
Indicator 5.3 – Model principles of learning and effective teaching in instructional delivery.				
Indicator 5.4 – Assist school administrators and teachers in understanding programs and implications for instructional practice.				
Indicator 5.5 – Model the use of a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.				
Indicator 5.6 – Disseminate and interpret current trends and research related to curriculum, instruction, technology, and related areas.				
Indicator 5.7 – Use appropriate materials, technology, and resources to help teachers to implement effective instructional strategies.				
Indicator 5.8 – Assist teachers in providing appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.				
Indicator 5.9 – Provide support and assistance to teachers in implementing teaching strategies, identifying appropriate activities, organizing and managing the classroom, selecting materials, and addressing needs of individual students.				
Indicator 5.10 – Facilitate the implementation of programs, activities, and strategies designed to achieve school improvement objectives.				
Proficiency Area 6 – Staff Development				
Indicator 6.1 – Plan, implement, and evaluate in-service for teachers, administrators, and other school staff.				
Indicator 6.2 – Engage in continuing improvement of professional knowledge and skills.				
Indicator 6.3 – Assist others in acquiring knowledge and understanding of particular area of responsibility.				
Indicator 6.4 – Keep abreast of development in instructional methodology, learning theory, curriculum trends, and content.				
Indicator 6.5 – Conduct a personal assessment periodically to determine professional development needs with reference to specific assignment.				

Domain 3: Organizational Leadership 2 Proficiency Areas - 7 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 7 – Collaboration				
Indicator 7.1 – Communicate effectively, orally and in writing, with other professionals, students, parents, and community.				
Indicator 7.2 – Interact with parents, community agencies, and business to support school and District priorities.				
Indicator 7.3 – Provide accurate and timely information to teachers, administrators, and community.				
Indicator 7.4 – Work with teachers and other professional educators in curriculum development, special activities, and sharing ideas and resources.				
Proficiency Area 8 – Decision Making				
Indicator 8.1 – Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with vision, mission, and improvement priorities.				
Indicator 8.2 – Uses critical thinking and problem solving techniques to define problems and identify solutions.				
Indicator 8.3 – Employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporating data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.				
Domain 4: Professional and Ethical Behaviors 2 Proficiency Area – 12 Indicators This domain contributes 20% of the GACA Score	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 9 – Professional Responsibilities				
Indicator 9.1 – Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principals of Professional Conduct.				
Indicator 9.2 – Perform all assigned duties.				
Indicator 9.3 – Demonstrate attention to punctuality, attendance, records, and reports.				
Indicator 9.4 – Maintain confidentiality of student and other professional information.				
Indicator 9.5 – Comply with policies, procedures, and programs.				
Indicator 9.6 – Support school improvement initiatives by active participation in school activities, services, and programs.				
Indicator 9.7 – Perform other incidental tasks consistent with the goals and objectives of this position.				
Proficiency Area 10 – Assessment and Other Services				
Indicator 10.1 – The use of the adopted performance appraisal systems for instructional and other employees.				
Indicator 10.2 – The accurate and timely filing of all school reports.				
Indicator 10.3 – The completion of required professional development services.				
Indicator 10.4 – The analyzing and reporting of the results of the School Improvement Teams’ efforts on student performance.				
Indicator 10.5 – Assist in establishing and maintaining a positive collaborative relationship with the students’ families to increase student achievement.				

Evaluator's Comments/Reflections:

Non Classroom Personnel Comments/Reflections:

Performance Levels

Highly Effective

Effective

**Needs
Improvement/
Developing**

Unsatisfactory

Non Classroom Personnel Signature:

Date:

Evaluator's Signature:

Date:
