Rubric for Instructional Coaching Programs

Adapted from the ICG Coaching Certification program (www.instructionalcoaching.com/certifications)

The coaching program demonstrates current, accomplished coaching practice around the Seven Success Factors for effective coaching programs (Knight, 2021).

PARTNERSHIP PRINCIPLES

No matter how much knowledge instructional coaches have, they will not be effective change leaders unless they understand the complexities of helping and working with adults. Instructional Coaching Programs demonstrate that their coaches understand how to interact with adults in ways that do not engender resistance.

QUALITY INDICATOR 1.1

Coaches use a dialogical approach (Knight, 2017) to coaching in which coaches and teachers are partners who use their collective strengths to make powerful classroom changes for students.

QUALITY INDICATOR 1.2

Coaches consistently embody the Partnership Principles (Knight, 2011) in coaching interactions to build trusting relationships with teachers and school and system leaders.

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches do not work with teachers as partners	coaches unevenly work with teachers as partners	coaches consistently work with teachers as partners	coaches extensively work with teachers as partners
coaches minimally use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches inconsistently use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches often use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches extensively use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)
coaches do not share expertise with teachers positioned as the decision-makers	coaches inconsistently share expertise with teachers positioned as the decision-makers	coaches often share expertise with teachers positioned as the decision-makers	coaches effectively share expertise with teachers positioned as the decision-makers

coaches do not work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches infrequently work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches consistently work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches extensively work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is

STANDARD 2

THE IMPACT CYCLE

Instructional Coaching Programs effectively implement the Impact Cycle to partner with teachers in achieving their student-focused goals (Knight, 2017).

Identify

QUALITY INDICATOR 2.1

Coaches partner with teachers in obtaining a clear picture of current reality by using video, student interviews, student work, and/or observation data. [Current Reality]

QUALITY INDICATOR 2.2

Coaches use the Identify Questions with teachers to set a measurable student-focused goal. [Goal]

QUALITY INDICATOR 2.3

Coaches use an instructional playbook to aid teachers in choosing a high-impact teaching strategy to use to achieve their PEERS goals. [Strategy]

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches ineffectively use the Identify Questions to set a goal for students	coaches partially or vaguely use the Identify Questions to set a goal for students	coaches effectively use the Identify Questions to set a goal for students	coaches insightfully use the Identify Questions to set a PEERS goal for students
teachers do not select the teaching strategy to achieve the goal and/or are not provided with an Instructional Playbook to use to choose a strategy	teachers select the teaching strategy to achieve the goal, but an Instructional Playbook is not provided	teachers select the teaching strategy to achieve the goal and are provided with an appropriate Instructional Playbook	teachers select the teaching strategy to achieve the goal by using a complete Instructional Playbook

Learn

QUALITY INDICATOR 2.4

Coaches use a checklist to explain the chosen teaching strategy to teachers and prompt teachers to modify the strategy as teachers wish. [Checklists]

QUALITY INDICATOR 2.5

Coaches model the strategy using a modeling approach that teachers have chosen. [Modeling]

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches do not use a checklist to explain the teaching strategy that teachers have chosen to achieve the PEERS goal	coaches minimally use a checklist to explain the teaching strategy that teachers have chosen to achieve the PEERS goal	coaches consistently use a checklist to explain the teaching strategy that teachers have chosen to achieve the PEERS goal	coaches thoroughly and dialogically use a checklist to explain the teaching strategy that teachers have chosen to achieve the PEERS goal
coaches do not encourage teachers to modify the checklist according to student needs	coaches provide little encouragement for teachers to modify the checklist according to student needs	coaches encourage teachers to modify the checklist according to student needs	coaches significantly encourage teachers to modify the checklist according to student needs

coaches do not model the teaching strategy that teachers choose to achieve the PEERS goal and/or do not provide teachers with the six modeling options from which to choose	coaches minimally model the teaching strategy that teachers choose to achieve the PEERS goal and/or provide teachers with limited modeling options from which to choose	coaches effectively model the teaching strategy that teachers choose to achieve the PEERS goal and provide teachers with the six modeling options from which to choose	coaches thoroughly model the teaching strategy that teachers choose to achieve the PEERS goal and provide teachers with the six modeling options from which to choose

Improve

QUALITY INDICATOR 2.6

Coaches begin every coaching conversation by asking teachers about teachers' most pressing concerns. [Confirm Direction]

QUALITY INDICATOR 2.7

Coaches partner with teachers in gathering and analyzing data on student progress toward the PEERS goal. [Review Progress]

QUALITY INDICATOR 2.8

Coaches partner with teachers in making modifications until students achieve the PEERS goal. [Invent Improvements]

QUALITY INDICATOR 2.9

Coaches partner with teachers in determining more long-term work on goals as necessary or on future goals once goals are met. [Plan Next Actions]

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches rarely begin coaching conversations by asking teachers about their most pressing concerns. [Confirm Direction]	coaches sometimes begin coaching conversations by asking teachers about their most pressing concerns. [Confirm Direction]	coaches often begin coaching conversations by asking teachers about their most pressing concerns. [Confirm Direction]	coaches always begin every coaching conversation by asking teachers about their most pressing concerns. [Confirm Direction]

coaches do not assist teachers in gathering and analyzing data on student progress toward goals [Review Progress]	coaches minimally assist teachers in gathering and analyzing data on student progress toward goals [Review Progress]	coaches effectively assist teachers in gathering and analyzing data on student progress toward goals [Review Progress]	coaches extensively support teachers in gathering and analyzing data on student progress toward goals [Review Progress]
coaches do not assist teachers in making modifications until students meet the goals [Invent Improvements]	coaches minimally assist teachers in making modifications until students meet the goals [Invent Improvements]	coaches effectively assist teachers in making modifications until students meet the goals [Invent Improvements]	coaches extensively support teachers in making modifications until students meet the goals [Invent Improvements]
coaches do not assist teachers in determining more long-term work on goals as necessary or on future goals once the goals are met [Plan Next Actions]	coaches minimally assist teachers in determining more long-term work on goals as necessary or on future goals once the goals are met [Plan Next Actions]	coaches effectively assist teachers in determining more long-term work on goals as necessary or on future goals once the goals are met [Plan Next Actions]	coaches extensively support teachers in determining more long-term work on goals as necessary or on future goals once the goals are met [Plan Next Actions]

STANDARD 3

DATA

Instructional Coaching Programs involve partnership with teachers to set PEERS goals and to monitor teachers' progress toward those goals, and that means that coaches must be able to gather and analyze data. (A description of the important data that coaches should gather and PEERS goals is included in Knight, 2017.)

QUALITY INDICATOR 3.1

Coaches partner with teachers in using video, student interviews, student work, and/or observation data in obtaining a clear picture of current reality in the classroom in an area of teacher-identified need.

QUALITY INDICATOR 3.2

Coaches partner with teachers in determining the form of measurement and appropriate data tools for a PEERS goal and how to track progress over time.

Coaches partner with teachers in gathering and analyzing data on the goal until students meet the goal.

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches minimally analyze and/or use appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help teachers get a clear picture of current reality and to choose a data-gathering process for the PEERS goal	coaches unevenly analyze and/or use appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help teachers get a clear picture of current reality and to choose a data-gathering process for the PEERS goal	coaches often analyze and/or use appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help teachers get a clear picture of current reality and to choose a data-gathering process for the PEERS goal	coaches extensively and insightfully analyze and/or use appropriate data (classroom video, student interviews, student work, and/or coach observation data) to help teachers get a clear picture of current reality and to choose a data-gathering process for the PEERS goal
coaches do not use appropriate data to help teachers get a clear picture of current reality	coaches minimally use appropriate data to help teachers get a clear picture of current reality	coaches effectively use appropriate data to help teachers get a clear picture of current reality	coaches extensively use appropriate data to help teachers get a clear picture of current reality
coaches do not help teachers in choosing a data-gathering process for the PEERS goal	coaches minimally assist teachers in choosing a data-gathering process for the PEERS goal	coaches assist teachers in choosing a data-gathering process for the PEERS goal	coaches significantly assist teachers in choosing a data-gathering process for the PEERS goal

STANDARD 4

INSTRUCTIONAL PLAYBOOK

Instructional Coaching Programs use an Instructional Playbook to partner with teachers to choose a strategy to achieve their PEERS goals. (See Knight, 2017, and Knight et al., 2020, for examples of instructional playbooks.)

QUALITY INDICATOR 4.1

Coaches create, maintain, and periodically update an instructional playbook tailored to the coaching audience that contains a selection of thoroughly vetted high-impact strategy choices for teachers to use to achieve their PEERS goals.

QUALITY INDICATOR 4.2

Coaches use the instructional playbook during the Identify Questions conversation to offer strategy choices to teachers.

QUALITY INDICATOR 4.3

The coaches' playbook contains a Table of Contents of instructional strategies, a One-Page Summary for each strategy on the Table of Contents, sufficient Checklists for each strategy, and an explanation of the coaching audience and how the playbook meets their current needs.

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
teachers do not select the teaching strategy to achieve the goal and/or is not provided with an Instructional Playbook to use to choose a strategy	teachers select the teaching strategy to achieve the goal, but an Instructional Playbook is not used	teachers select the teaching strategy to achieve the goal and are provided with an appropriate Instructional Playbook	teachers select the teaching strategy to achieve the goal by using a complete Instructional Playbook
the instructional playbook is incomplete or irrelevant and does not meets the needs of the coaching audience	the instructional playbook is incomplete and/or not clearly tied to the needs of the coaching audience	the instructional playbook is complete and minimally meets the needs of the coaching audience	the instructional playbook is complete and thoroughly meets the needs of the coaching audience

STANDARD 5

COMMUNICATION HABITS AND SKILLS

Because coaching involves communication, Instructional Coaching Programs continually engage coaches in improving their communication skills and in communicating about coaching with all school stakeholders to build a collaborative school culture.

QUALITY INDICATOR 5.1

Coaches communicate with teachers in a spirit of partnership as evidenced by use of the *Better Conversations* Habits (Demonstrating Empathy, Listening, Fostering Dialogue, Asking Better

Questions, Making Emotional Connections, Being a Witness to the Good, Finding Common Ground, Controlling Toxic Emotions, Redirecting Toxic Conversations, and Building Trust) as appropriate in coaching conversations (Knight, 2016).

QUALITY INDICATOR 5.2

Coaches communicate about the coaching role, the coaching approach, and the coaching process regularly with school and system administrators and teachers to foster a collaborative school culture.

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
coaches minimally use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches inconsistently use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches often use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)	coaches extensively use a dialogical approach to coaching (Equality, Choice, Voice, and Reflection and Demonstrating Empathy, Listening, and Asking Better Questions)
coaches do not share expertise with teachers positioned as the decision-makers	coaches minimally share expertise with teachers positioned as the decision-makers	coaches consistently share expertise with teachers positioned as the decision-makers	coaches effectively share expertise with teachers and clearly position teachers as the decision-makers
COMMUNICATION			
coaches do not communicate about the coaching role regularly with school and system administrators and teachers	coaches minimally communicate about the coaching role with school and system administrators and teachers	coaches consistently communicate about the coaching role with school and system administrators and teachers	coaches extensively communicate about the coaching role with school and system administrators and teachers
coaches do not communicate about the coaching approach regularly with school and system administrators and teachers	coaches minimally communicate about the coaching approach with school and system administrators and teachers	coaches consistently communicate about the coaching approach with school and system administrators and teachers	coaches extensively communicate about the coaching approach with school and system administrators and teachers

coaches do not communicate about the coaching process with school and system administrators and teachers	coaches minimally communicate about the coaching process with school and system administrators and teachers	coaches consistently communicate about the coaching process with school and system administrators and teachers	coaches extensively communicate about the coaching process with school and system administrators and teachers
coaches do not help foster a collaborative school culture	coaches minimally foster a collaborative school culture	coaches consistently foster a collaborative school culture	coaches significantly foster a collaborative school culture

STANDARD 6
LEADERSHIP

Instructional Coaching Programs hire, develop, and support coaches who are emotionally intelligent, responsive to teachers, embody a stewardship approach during coaching, are ambitious for students, organized, and reliable (see Knight, 2016, chapter 9).

QUALITY INDICATOR 6.1
Coaches have built trusting relationships with teachers that have resulted in many teachers choosing to work with coaches in Impact Cycles.

QUALITY INDICATOR 6.2
Coaches have an exceptional level of instructional expertise and share that knowledge with teachers as appropriate but do so dialogically as partners, not as "experts" or as evaluators.

SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
few teachers and/or an inconsistent number of teachers voluntarily choose to work with coaches	a small but consistent number of teachers voluntarily choose to work with coaches	an appropriate and growing number of teachers voluntarily choose to work with coaches	a significant and growing number of teachers voluntarily choose to work with coaches
coaches do not interact with teachers and leaders as partners	coaches inconsistently interact with teachers and leaders as partners	coaches consistently interact with teachers and leaders as partners	coaches extensively interact with teachers and leaders as partners and not as "experts"

SYSTEM SUPPORT

Instructional Coaching Programs flourish in systems that support them. When district leaders and, in particular, principals, support instructional coaching programs, effective coaches succeed. However, when support does not exist, effective coaches may have little or no impact (Knight, 2011).

QUALITY INDICATOR 7.1

Coaches have worked with school and/or district leadership to clarify the coaches' roles in the school, to clarify how the coaches should spend their time during the workday (with the majority of time spent working with teachers in Impact Cycles), to clarify the boundaries of confidentiality in coaching, and to communicate these policies and practices to teachers.

QUALITY INDICATOR 7.2

Coaches communicate regularly with school and/or district leadership to ensure that everyone who supports coaching views it with the same theoretical perspective and to address issues concerning the coaching role.

	SCORE OF 1	SCORE OF 2	SCORE OF 3	SCORE OF 4
COMMUNICATION				
	coaches do not communicate about the coaching role regularly with school and system administrators and teachers	coaches minimally communicate about the coaching role with school and system administrators and teachers	coaches consistently communicate about the coaching role with school and system administrators and teachers	coaches extensively communicate about the coaching role with school and system administrators and teachers
	coaches do not communicate about the coaching approach regularly with school and system administrators and teachers	coaches minimally communicate about the coaching approach with school and system administrators and teachers	coaches consistently communicate about the coaching approach with school and system administrators and teachers	coaches extensively communicate about the coaching approach with school and system administrators and teachers
	coaches do not communicate about the coaching process regularly with school and system administrators and teachers	coaches minimally communicate about the coaching process with school and system administrators and teachers	coaches consistently communicate about the coaching process with school and system administrators and teachers	coaches extensively communicate about the coaching process with school and system administrators and teachers
	coaches do not help foster a collaborative school culture	coaches minimally foster a collaborative school culture	coaches consistently foster a collaborative school culture	coaches significantly foster a collaborative school culture
ROLE CLARITY / TIME				
	coaches do not work with school and/or district leadership to clarify coaches' roles within the school	coaches minimally work with school and/or district leadership to clarify coaches' roles within the school	coaches consistently work with school and/or district leadership to clarify coaches' roles within the school	coaches extensively work with school and/or district leadership to clarify coaches' roles within the school
	coaches do not work with school and/or district leadership to clarify how coaches should spend the time during the workday	coaches minimally work with school and/or district leadership to clarify how coaches should spend the time during the workday	coaches consistently work with school and/or district leadership to clarify how coaches should spend the time during the workday	coaches extensively work with school and/or district leadership to clarify how coaches should spend the time during the workday
	coaches spend 1-25% of work time in Impact Cycles with teachers	coaches spend 26-45% of work time in Impact Cycles with teachers	coaches spend 46-59% of work time in Impact Cycles with teachers	coaches spend 60-100% of work time in Impact Cycles with teachers

CONFIDENTIALITY			
coaches do not work with school and/or district leadership to clarify the boundaries of confidentiality in coaching	coaches minimally work with school and/or district leadership to clarify the boundaries of confidentiality in coaching	coaches consistently work with school and/or district leadership to clarify the boundaries of confidentiality in coaching	coaches extensively work with school and/or district leadership to clarify the boundaries of confidentiality in coaching
coaches do not work with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers	coaches infrequently work with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers	coaches consistently work with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers	coaches extensively work with school and/or district leadership to clarify how to communicate confidentiality policies and practices to teachers
PARTNERSHIP APPROACH			
coaches do not work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches infrequently work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches consistently work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is	coaches extensively work with school and/or district leadership to clarify the theoretical basis of dialogical coaching so that coaches and leaders agree about what "instructional coaching" is
coaches do not use a partnership approach in which coaches share expertise dialogically	coaches unevenly use a partnership approach in which coaches share expertise dialogically	coaches consistently embody a partnership approach in which coaches share expertise dialogically	coaches thoroughly embody a partnership approach in which coaches share expertise dialogically