

Standards of Effective TOSA - PAR

50% Peer Assistance & Review Supports

30% Peer Collaboration

20% Professional Responsibilities

Peer Assistance & Review Supports					
	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Lesson Plan Feedback	Rarely provides feedback that is focused, differentiated, and/or responsive to coachees' needs. Rarely includes coaching/mediating questions that consider equity for all student groups.	Sometimes provides feedback that is focused, differentiated, and/or responsive to coachees' needs. Sometimes includes coaching/mediating questions that consider equity for all student groups.	Regularly provides feedback that is focused, differentiated, and responsive to coachees' needs. Consistently includes coaching/mediating questions that consider equity for all student groups.	Meets Effective AND: Is a leader in Lesson Plan Feedback and supports/mentors others to grow/develop in this area. Or, creates tools/strategies for teachers to deepen self-reflection around lesson plan design.	• Video feedback • Feedback directly in lesson plans • Feedback given during coaching sessions
Coaching Conversations	Rarely plans coaching conversations using maps and/or tools with an educational equity lens. Rarely demonstrates flexibility in conversations to follow the coachee's lead, modifying and adjusting questions based on the situation.	Sometimes plans coaching conversations using maps and/or tools with an educational equity lens. Sometimes demonstrates flexibility in conversations to follow the coachee's lead, modifying and adjusting questions based on the situation.	Regularly plans coaching conversations using maps and/or tools with an educational equity lens. Consistently demonstrates flexibility in conversations to follow the coachee's lead, modifying and adjusting questions based on the situation.	Meets Effective AND: Is a leader in Coaching Conversations and supports/mentors others to grow/develop in this area. Or, creates tools/strategies to deepen self-reflection.	• 5 States of Mind questions • PAR coaching maps with educational equity embedded lens • Core value beliefs activity • Exploring identity markers
Questioning Strategies	Rarely uses a variety of question stems that encourage metacognition (e.g., What might be...? or Tell me more...?) and/or modifies and/or adjusts questions based on the situation. Questions rarely include pluralities and/or positive presuppositions to cultivate reflection, empower change in practice and/or beliefs, and impact student growth.	Sometimes uses a variety of question stems that encourage metacognition (e.g., What might be...? or Tell me more...?) and/or modifies and/or adjusts questions based on the situation. Questions sometimes include pluralities and/or positive presuppositions to cultivate reflection, empower change in practice and/or beliefs, and impact student growth.	Consistently uses a variety of question stems that encourage metacognition (e.g., What might be...? or Tell me more...?) and modifies and adjusts questions based on the situation. Questions consistently include pluralities and positive presuppositions to cultivate reflection, empower change in practice and/or beliefs, and impact student growth.	Meets Effective AND: Is a leader in Questioning Strategies and supports/mentors others to grow/develop in this area.	• Notes on goals, strategies, methods • E.g., How do you know that the teacher is reaching all the students? How will you know when you are successful?

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Differentiated Coaching	Rarely uses data and feedback to differentiate coaching. Minimally embeds flexible coaching practices to meet individual and/or group needs, builds on areas of strength, and/or supports areas of growth with an educational equity lens.	Sometimes uses data and/or feedback to differentiate coaching. Sometimes embeds flexible coaching practices to meet individual and/or group needs, builds on areas of strength, and/or supports areas of growth with an educational equity lens.	Consistently uses data and feedback to differentiate coaching. Consistently embeds flexible coaching practices to meet individual and/or group needs, builds on areas of strength, and supports areas of growth with an educational equity lens.	Meets Effective AND: Is a leader in Differentiated Coaching and supports/mentors others to grow/develop in this area.	• Uses of 5 States of Mind, CRT & the Brain, cultural iceberg, Aguilar resources, role playing, site visits, book studies, recording of lessons, PD opportunities
Coaching Strategies	Rarely uses a variety of coaching strategies such as: active listening, thinking, responding, pausing, paraphrasing, probing, questioning, analysis of coachee areas for growth, inquiry into beliefs and ways of being.	Sometimes uses a variety of coaching strategies such as: active listening, thinking, responding, pausing, paraphrasing, probing, questioning, analysis of coachee areas for growth, inquiry into beliefs and ways of being.	Consistently uses a variety of coaching strategies such as: active listening, thinking, responding, pausing, paraphrasing, probing, questioning, analysis of coachee areas for growth, inquiry into beliefs and ways of being.	Meets Effective AND: Is a leader in Coaching Strategies and supports/mentors others to grow/develop in this area.	• The observer sees or hears evidence of PAR Educator pausing and waiting after a question • PAR Educator uses paraphrasing stems, acknowledging/organizing/abstracting values, beliefs, etc.
Relationships with Coachees	Fosters a relationship that respects the identities of some coachees, evidenced by words, actions, and attitudes. Rarely facilitates a coaching relationship with coachees in which each feels welcomed, respected, and supported.	Fosters a relationship that respects the identities of most coachees, evidenced by words, actions, and attitudes. Sometimes facilitates a coaching relationship with coachees in which each feels welcomed, respected, and supported.	Fosters a relationship that respects the identities of each coachee, evidenced by words, actions, and attitudes. Consistently facilitates a coaching relationship with coachees in which each feels welcomed, respected, and supported.	Meets Effective AND: Is a leader in Relationships with Coachees and supports/mentors others to grow/develop in this area. Or, demonstrates exemplary practices in which coachees promote and sustain oversight of the coaching relationship.	• Coaching notes and observations which show exploration of core values, exploring identity markers • Reaching out to PAR colleagues/ PAR Lead/ tech team
Emotional Intelligence	Demonstrates a limited understanding of their own and/or coachees' emotions and/or their impact on coaching. Rarely utilizes strategies to cultivate emotional resilience through an adult SEL lens.	Demonstrates a basic understanding of their own and/or coachees' emotions and/or their impact on coaching. Sometimes utilizes strategies to cultivate emotional resilience through an adult SEL lens.	Demonstrates a solid understanding of their own and coachees' emotions and their impact on coaching. Consistently utilizes strategies to cultivate emotional resilience through an adult SEL lens.	Meets Effective AND: Is a leader in Emotional Intelligence and supports/mentors others to grow/develop in this area.	
Observation Evidence	Rarely follows PAR protocol for observation lesson script/evidence. Lesson script/evidence is rarely differentiated to support coachee's self-directed learning.	Sometimes follows PAR protocol for observation lesson script/evidence. Lesson script/evidence is sometimes differentiated to support coachee's self-directed learning.	Consistently follows PAR protocol for observation lesson script/evidence. Lesson script/evidence is regularly differentiated to support coachee's self-directed learning.	Meets Effective AND: Is a leader in Observation Evidence and supports/mentors others to grow/develop in this area. Or, script/evidence is used as a model for the PAR Team.	• Use of transcription app • Recording • Scripting • Reference to PAR professional goals

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Feedback/ Notes	Feedback/notes (e.g. E-tool) is rarely emailed to coachees within two working days. Principal expectations are rarely established at triangle meeting and/or updated throughout the year. Coaching/observation feedback rarely includes key reflections, sources of evidence, and/or and next steps.	Feedback/notes (e.g. E-tool) is sometimes emailed to coachees within two working days. Principal expectations are sometimes established at triangle meeting and/or updated throughout the year. Coaching/ observation feedback sometimes includes key reflections, sources of evidence, and/or next steps.	Feedback/notes (e.g. E-tool) is consistently emailed to coachees within two working days. Principal expectations are consistently established at triangle meeting and updated throughout the year. Coaching/ observation feedback always includes key reflections, sources of evidence, and next steps.	Meets Effective AND: Is a leader in Feedback/Notes and supports/mentors others to grow/develop in this area. Or, feedback/notes is used as a model for the PAR Team.	● E-tool spreadsheets
Observation Data for Inquiry	PAR Educator and coachee rarely agree on data to collect, how it will be collected, and/or how it will be shared. Data collected is rarely observable, measurable, accessible, and/or reviewed through an equity lens. Efforts are rarely made to ensure that data is not affected by inference, bias, or personal observations.	PAR Educator and coachee sometimes agree on data to collect, how it will be collected, and/or how it will be shared. Data collected is sometimes observable, measurable, accessible, and/or reviewed through an equity lens. Efforts are sometimes made to ensure that data is not affected by inference, bias, or personal observations.	PAR Educator and coachee regularly agree on data to collect, how it will be collected, and how it will be shared. Data collected is consistently observable, measurable, accessible, and reviewed through an equity lens. Efforts are regularly made to ensure that data is not affected by inference, bias, or personal observations.	Meets Effective AND: Is a leader in Observation Data for Inquiry and supports/mentors others to grow/develop in this area.	● Coaching notes with various data points referenced, including tools from Coaching for Equity (Aguilar)
SET Protocols	Rarely coordinates with administrator the scheduling of the pre-conference, observation, debrief, and/or post-conference. Rarely supports teachers in gathering evidence for SET.	Sometimes coordinates with administrator the scheduling of the pre-conference, observation, debrief, and/or post-conference. Sometimes supports teachers in gathering evidence for SET.	Consistently coordinates with administrator the scheduling of the pre-conference, observation, debrief, and post-conference. Consistently supports teachers in gathering evidence for SET.	Meets Effective AND: Is a leader in SET Protocols and supports/mentors others to grow/develop in this area.	● Calendar ● Administrator feedback
SET Practices	Rarely provides administrator with an opportunity to debrief regarding SET observation and/or rarely shares evidence collected from observations and/or coaching conversations when requested.	Sometimes provides administrator with an opportunity to debrief regarding SET observation and/or sometimes shares evidence collected from observations and/or coaching conversations when requested.	Consistently provides administrator with an opportunity to debrief regarding SET observation and regularly shares evidence collected from observations and coaching conversations when requested.	Meets Effective AND: Is a leader in SET Practices and supports/mentors others to grow/develop in this area.	● Shared folders of evidence ● Administrator feedback
Support Functions	Rarely balances among and/or transitions between various support functions (e.g. coaching, collaborating, consulting, observing). Rarely clarifies role shifts to coachee during interactions.	Sometimes balances among and/or transitions between various support functions (e.g. coaching, collaborating, consulting, observing). Sometimes clarifies role shifts to coachee during interactions.	Regularly and skillfully balances among and transitions between various support functions (e.g. coaching, collaborating, consulting, observing). Consistently clarifies role shifts to coachee during interactions.	Meets Effective AND: Is a leader in Support Functions and supports/mentors others to grow/develop in this area.	● Coaching notes ● Observations

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Professional Learning Opportunities	Rarely provides a variety of professional learning opportunities (e.g. role playing which includes modeling of lesson plan instruction, academic feedback, dealing with conflict, site visits, video recording, co-teaching) based on individual coachee's needs. Rarely utilizes a coaching cycle of planning, sharing of data through observed experience, and/or reflection with use of coaching maps.	Sometimes provides a variety of professional learning opportunities (e.g. role playing which includes modeling of lesson plan instruction, academic feedback, dealing with conflict, site visits, video recording, co-teaching) based on individual coachee's needs. Sometimes utilizes a coaching cycle of planning, sharing of data through observed experience, and/or reflection with use of coaching maps.	Regularly provides a variety of professional learning opportunities (e.g. role playing which includes modeling of lesson plan instruction, academic feedback, dealing with conflict, site visits, video recording, co-teaching) based on individual coachee's needs. Consistently utilizes a coaching cycle of planning, sharing of data through observed experience, and reflection with use of coaching maps.	Meets Effective AND: Is a leader in Professional Learning Opportunities and supports/mentors others to grow/develop in this area.	• Calendar • Coaching notes
Co-Planning for Data Instruction	Rarely facilitates conversations with coachees using qualitative and/or quantitative data to guide planning for lessons, instructional groups, interventions, and/or assessments. Rarely considers teacher's strengths to build will, skill, knowledge, and capacity.	Sometimes facilitates conversations with coachees using qualitative and/or quantitative data to guide planning for lessons, instructional groups, interventions, and/or assessments. Sometimes considers teacher's strengths to build will, skill, knowledge, and capacity.	Regularly facilitates conversations with coachees using qualitative and quantitative data to guide planning for lessons, instructional groups, interventions, and assessments. Regularly considers teacher's strengths to build will, skill, knowledge, and capacity.	Meets Effective AND: Is a leader in Co-Planning for Data Instruction and supports/mentors others to grow/develop in this area.	• Assisting in co-planning • Provides examples of academic intervention

Peer Collaboration

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Content Knowledge	Demonstrates limited content and/or andragogy knowledge based on coaching practices and/or responses to reflective questioning/discussion. Demonstrates little awareness of common learner/stakeholder misconceptions and how they can be addressed.	Demonstrates basic content and/or andragogy knowledge based on coaching practices and/or responses to reflective questioning/discussion. Demonstrates some awareness of common learner/stakeholder misconceptions and how they can be addressed.	Demonstrates solid content and andragogy knowledge based on coaching practices and/or responses to reflective questioning/discussion. Demonstrates thorough awareness of common learner/stakeholder misconceptions and how they can be addressed.	Meets Effective AND: Is a leader in Content Knowledge and supports/mentors others to grow/develop in this area.	• Coaching notes with resources embedded or described • Lesson feedback contains resources
Resource Connections	Rarely locates and/or connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, peer-reviewed research, curricular materials, etc.) to promote coachee learning.	Sometimes locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, peer-reviewed research, curricular materials, etc.) to promote coachee learning.	Regularly locates and connects people with needed resources (e.g. math coaches, reading/literacy coaches, project managers, peer-reviewed research, curricular materials, etc.) to promote coachee learning.	Meets Effective AND: Is a leader in Resource Connection and supports/mentors others to grow/develop in this area.	• Coaching notes with resources embedded or described • Lesson feedback contains resources

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Communication	Rarely maintains clear and/or complete communication (e-mails, phone calls, texts, etc.) with all stakeholders. Responses are rarely given in a timely manner.	Sometimes maintains clear and/or complete communication (e-mails, phone calls, texts, etc.) with all stakeholders. Responses are sometimes given in a timely manner.	Consistently maintains clear and complete communication (e-mails, phone calls, texts, etc.) with all stakeholders. Responses are consistently given in a timely manner, usually within 24 hours.	Meets Effective AND: Is a leader in Communication and supports/mentors others to grow/develop in this area.	• Emails • Calendar
Problem Solving	Rarely seeks multiple perspectives, approaches, and/or solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. Problems are rarely brought to the attention of the lead as they arise and/or collaborative mitigation is rarely practiced.	Sometimes seeks multiple perspectives, approaches, and/or solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. Problems are sometimes brought to the attention of the lead as they arise and collaborative mitigation is sometimes practiced.	Consistently seeks multiple perspectives, approaches, and/or solutions to problems around coaching, PAR protocols, building/district policies, team challenges, etc. Problems are regularly brought to the attention of the lead as they arise and collaborative mitigation is regularly practiced.	Meets Effective AND: Is a leader in Problem Solving and supports/mentors others to grow/develop in this area.	• PAR Team meetings • Check-ins with lead
PAR Board Presentations	Rarely organizes, articulates, and/or submits PAR Board presentation following the protocol for the entire caseload. Minimally participates in feedback rounds and/or rarely implements feedback from peers and strengthens presentation. Is rarely able to provide data/evidence when asked.	Sometimes organizes, articulates, and/or submits PAR Board presentation following the protocol for the entire caseload. Sometime participates in feedback rounds and/or sometimes implements feedback from peers and strengthens presentation. Is sometimes able to provide data/evidence when asked.	Consistently organizes, clearly articulates, and submits PAR Board presentation following the protocol for the entire caseload. Consistently participates in feedback rounds; regularly implements feedback from peers and strengthens presentation. Is always able to provide data/evidence when asked.	Meets Effective AND: Is a leader in PAR Board Presentations and supports/mentors others to grow/develop in this area.	• PAR Board slides
Developing Leadership Capacity	Rarely promotes and/or builds leadership capacity in teachers and colleagues by creating and sharing opportunities, collaborative problem solving, and/or supporting their efficacy in their work.	Sometimes promotes and builds leadership capacity in teachers and colleagues by creating and sharing opportunities, collaborative problem solving, and/or supporting their efficacy in their work.	Consistently promotes and builds leadership capacity in teachers and colleagues by creating and sharing opportunities, collaborative problem solving, and supporting their efficacy in their work.	Meets Effective AND: Is a leader in Developing Leadership Capacity and supports/mentors others to grow/develop in this area.	• Coaching notes • PAR Team meetings
Coaching for Educational Equity	Coaching practices indicate low levels of awareness of educational equity (e.g. racial, gender, ability) and PAR Educators seek to sometimes interrupt inequitable practices.	Coaching practices indicate some levels of awareness of educational equity (e.g. racial, gender, ability) and PAR Educators seek to sometimes interrupt inequitable practices.	Coaching practices indicate high levels of awareness of educational equity (e.g. racial, gender, ability) and PAR Educators seek to regularly interrupt inequitable practices.	Meets Effective AND: Is a leader in Coaching for Educational Equity and supports/mentors others to grow/develop in this area.	• Coaching notes

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Departmental Collaboration	Rarely utilizes tools, frameworks, resources, goals, and/or other materials from departments/offices (e.g. ODAE, OSS, MLL, OEL, Literacy, Math). Rarely collaborates with departments/offices regarding supports.	Sometimes utilizes tools, frameworks, resources, goals, and/or other materials from departments/offices (e.g. ODAE, OSS, MLL, OEL, Literacy, Math). Sometimes collaborates with departments/offices regarding supports.	Regularly utilizes tools, frameworks, resources, goals, and other materials from departments/offices (e.g. ODAE, OSS, MLL, OEL, Literacy, Math). Regularly collaborates with departments/offices regarding supports.	Meets Effective AND: Is a leader in Departmental Collaboration and supports/mentors others to grow/develop in this area.	• Coaching notes
Technology Integration	Minimally uses available technology to support coaching,	Uses available technology to support coaching that sometimes fosters creativity, communication, collaboration, and/or critical thinking.	Regularly uses available technology to support coaching and fosters creativity, communication, collaboration, and/or critical thinking.	Meets Effective AND: Is a leader in Technology Integration and supports/mentors others to grow/develop in this area.	• Coaching notes • Observation
Progress Monitoring with Leadership	Rarely consults on caseload progress with lead and supervisor and/or rarely develops professional goals based on evidence from coaching and self reflection.	Sometimes consults on caseload progress with lead and supervisor and/or sometimes develops professional goals based on evidence from coaching and self reflection.	Regularly consults on caseload progress with lead and supervisor and regularly develops professional goals based on evidence from coaching and self reflection.	Meets Effective AND: Is a leader in Progress Monitoring with Leadership and supports/mentors others to grow/develop in this area.	• Coaching notes • Calendar
Time Management and Organization	Rarely maintains a calendar which reflects regular meetings with teachers and SET meetings, as well as prioritizing team meetings and planning time. Rarely demonstrates flexibility and/or accountability in time management with teachers, administrators, and/or team.	Sometimes maintains a calendar which reflects regular meetings with teachers and SET meetings, as well as prioritizing team meetings and planning time. Sometimes demonstrates flexibility and/or accountability in time management with teachers, administrators, and/or team.	Consistently maintains a calendar which reflects regular meetings with teachers and SET meetings, as well as prioritizing team meetings and planning time. Regularly demonstrates flexibility and accountability in time management with teachers, administrators, and team.	Meets Effective AND: Is a leader in Time Management and Organization and supports/mentors others to grow/develop in this area.	• Calendar • Emails

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Professional Conduct	Inconsistently complies with federal laws, state laws, and/or SPPS policies and procedures. Inconsistently implements PAR team's and district's strategic plan, mission, vision, and/or operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures. Mostly implements PAR team's and district's strategic plan, mission, vision, and operating procedures.	Complies with federal laws, state laws, and SPPS policies and procedures; models high standards of professional conduct. Regularly implements PAR team's and district's strategic plan, mission, vision, and operating procedures.	Meets Effective AND: Is a leader in modeling Professional Conduct and supports/mentors others to grow/develop in this area.	

	Below Standard	Developing	Effective	Highly Effective	Possible Evidence
Record Keeping	Maintenance of coachee progress and records is mostly inaccurate, incomplete, and/or not up to date.	Maintenance of coachee progress and/or goal records is mostly accurate, complete, and up to date.	Maintenance of coachee progress and/or goal records is consistently accurate, complete, and up to date.	Meets Effective AND: Is a leader in Record Keeping and supports/mentors others to grow/develop in this area.	
Communication with Stakeholders	Rarely provides appropriate information to stakeholders about the PAR program. Information is minimally conveyed in a timely, professional, linguistically, and/or culturally sensitive manner.	Sometimes provides appropriate information to stakeholders about the PAR. Information is sometimes conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Regularly provides appropriate information to stakeholders about the PAR program. Information is regularly conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Meets Effective AND: Is a leader in Communication with Stakeholders and supports/mentors others to grow/develop in this area (e.g. models the use of effective communication systems for colleagues).	
Professional Relationships	Collaborates ineffectively and/or disrespectfully. Communications and interactions rarely foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions sometimes foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions regularly foster a sense of community that respects the identities and roles of colleagues.	Meets Effective AND: Is a leader in Professional Relationships and supports/mentors others to grow/develop in this area.	
Reflective Practices & Feedback	Rarely uses data and feedback to self-assess strengths and identify areas of growth. Rarely articulates and implements changes based on self-reflection and data.	Sometimes uses data and feedback to self-assess strengths and identify areas of growth. Sometimes articulates and/or implements changes based on self-reflection and data.	Regularly uses data and feedback to self-assess strengths and identify areas of growth. Regularly articulates and implements changes based on self-reflection and data.	Meets Effective AND: Is a leader in Reflective Practices & Feedback and supports/mentors others to grow/develop in this area.	
Professional Growth	Minimally plans for and/or participates in relevant professional learning activities. Rarely implements learning to improve educational practices and/or professional growth.	Sometimes plans for and participates in relevant professional learning activities. Sometimes implements learning to improve educational practices and professional growth.	Regularly plans for and participates in relevant professional learning activities. Regularly implements learning to improve educational practices and professional growth.	Meets Effective AND: Is a leader in Professional Growth and supports/mentors others to grow/develop in this area.	
Written TD&E Reflections	Responses show little evidence of integrated learning or insights gained from the experience(s). Reflections are not submitted or responses are incomplete.	Responses show some evidence of integrated learning or insights gained from the experience(s).	Responses show thorough evidence of integrated learning or insights gained from the experience(s) and how the learning experience(s) contributed to educator efficacy.	Meets Effective AND: Is a leader in TD&E Written Reflections and supports/mentors others to grow/develop in this area. Written TD&E reflections can be used as an exemplar.	
TD&E Components	One or more TD&E components are missing and/or incomplete or TD&E components are sometimes completed in a timely manner, based on school/department timelines.	All TD&E components are complete and mostly completed in a timely manner, based on school/department timelines.	All TD&E components are complete and consistently completed in a timely manner, based on school/department timelines.	Meets Effective AND: Is a leader with TD&E Components and supports/mentors others to grow/develop in this area.	

Summary

Areas of Strength:

Areas of Growth:

Next Steps: