Rubric for Instructional Coach Endorsement Program

Section 1. Mission and Needs Assessment
(Mission is reviewed as part of Major Review. Not reviewed at time of Initial Application for Approval.)

Needs Assessment

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program provider shows evidence that the new program reflects a need that can be supported by data. (22 Pa. Code §354.21)	The rationale for this Program is not provided; **OR** The Needs Assessment does not support the need for this Program. **OR** Narrative or cited evidence was not available for this Program.	The rationale for this Program is provided; **AND** The rationale is supported by narrative and cited evidence.

Section 2. Admissions Criteria and Enrollment Requirements

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program provider shows evidence that it enrolls only persons who hold a valid Pennsylvania certificate (22 Pa. Code § 49.62b).	The Program provider has not published its enrollment requirements; **OR** Instructional I or II certification is not required for admission to the Program.	The Program provider has published its enrollment requirements; **AND** Either Instructional I or II certification is required for admission to the Program.
B. Program provider shows evidence that candidates have a minimum of three years of effective teaching experience on the certificate.	The Program does not ensure that its enrollees have demonstrated at least three (3) years of successful teaching experience.	The Program ensures that its enrollees have demonstrated at least three (3) years of successful teaching experience.

Section 3. Program Design & Delivery

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program Design The Endorsement program credits are documented (22 Pa. Code § 49.62b)	The Program exceeds the maximum 12 credits allowed.	The Program does not exceed 12 credits.
B. The preparation program shall be designed to enable endorsement candidates to teach, guide and assist public school students in achieving the academic standards under Chapter 4. (22 Pa. Code §354.25 (b)).	The Program does not show evidence of a thoughtful scope and sequence of professional courses and field experiences designed to address the specific set of issues, knowledge and competencies that are relevant to preparing coaches to support teachers' efforts to help students master PA Academic Standards and assessments; **OR** A course advisement sheet was not provided which documents field experience requirements.	The Program shows evidence of a thoughtful scope and sequence of professional courses and field experiences designed to address the specific set of issues, knowledge and competencies that are relevant to preparing coaches to support teachers' efforts to help students master PA Academic Standards and assessments; **AND** A course advisement sheet was provided which documents field experience requirements.
C. Program Delivery Program Provider describes the use of distance learning in the Program. **Programs that are 100% online will not be approved.**	The Program is delivered 100% online; **OR** The Program does not document methods of communication between faculty, students, and field placement sites.	The Program is delivered face-to-face or through a combination of classroom, school, and distance learning settings; **AND** The Program documents methods of communication between faculty, students, and field placement sites.

(Collaboration, Diverse Learners, and Advising and Monitoring are reviewed as part of Major Review. Not reviewed at time of Initial Application for Approval)

Section 4. Course Information

Guideline	Does Not Meet Requirements	Meets Requirements
A. All Competencies/ subcompetencies must be addressed for each major topic in the certificate under review. (22 Pa. Code §354.25 (c)(2) and §354.33(1)(i))	The Program does not provide a tool, e.g., <u>curriculum matrix</u>, indicating a sequence of instruction to develop and understanding of the competencies; **OR** The Program does not provide a syllabus for each course; **OR** Syllabi are presented but fail to identify: 1. A clear description of how the relevant set of knowledge, skills, and competencies are organized within the program design; 2. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.	The Program provides a tool, e.g., a <u>curriculum matrix,</u> indicating a well planned sequence of instruction to develop an understanding of the competencies; **AND** The Program provides a syllabus for each course; **AND** The Syllabi clearly identify: 1. How the relevant set of knowledge, skills, and competencies are organized within the program design; 2. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.
B. 1. Competencies for the ***Content*** Domain	**All required competencies are *not* included**: Candidates do not demonstrate their abilities in and understanding of implementing the PA Framework for Standards Aligned Systems for instructional planning; demonstrating content-specific knowledge of PA Academic Standards, the PA Standards Aligned System and professional education association standards; or demonstrating knowledge of adult learning theory and sound professional development practices as identified by the National Staff Development Council.	**All required competencies are included**: Candidates will demonstrate their abilities in and understanding of implementing the PA Framework for Standards Aligned Systems for instructional planning; demonstrating content-specific knowledge of PA Academic Standards, the PA Standards Aligned System and professional education association standards; and demonstrating knowledge of adult learning theory and sound professional development practices as identified by the National Staff Development Council.

| 2. A. Competencies for the *Instructional Coaching Skills and Abilities (Individual)* Domain | **All required competencies are *not* included**: Candidates do not describe key elements of various coaching approaches, their strengths and underlying conceptual frameworks; recognize the factors that may create barriers to effective coaching and develop approaches for addressing these factors; or demonstrate the ability to conduct cycles which include preconferring, observing, analysis of data and conferring with the teacher; analyze instructional practice and provide meaningful and timely feedback to educators;

OR
Candidates do not demonstrate the ability to plan collaboratively with educators for the continuation, modification or addition of specific skills and strategies in response to feedback and data; model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies or approaches; or co-teach in the classroom as a means of providing support and guidance to teachers;

AND
Candidates do not demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools; or reflect on their own work and use that reflection to improve coaching. | **All required competencies are included**: Candidates will be able to describe key elements of various coaching approaches, their strengths and underlying conceptual frameworks; recognize the factors that may create barriers to effective coaching and develop approaches for addressing these factors; and demonstrate the ability to conduct cycles which include preconferring, observing, analysis of data and conferring with the teacher; analyze instructional practice and provide meaningful and timely feedback to educators;

AND
Candidates will demonstrate the ability to plan collaboratively with educators for the continuation, modification or addition of specific skills and strategies in response to feedback and data; model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies or approaches; co-teach in the classroom as a means of providing support and guidance to teachers;

AND
Candidates will demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools; and reflect on their own work and use that reflection to improve coaching. |

2. B. Competencies for the *Instructional Coaching Skills and Abilities (Group)* Domain	**All required competencies are *not* included**: Candidates do not demonstrate the ability to lead group meetings in ways that facilitate group discussion, shared leadership and accomplishment of goals; or plan, implement and evaluate professional development in the content areas that take into account adult learning principles; **OR** Candidates do not reflect on their own work and use that reflection to improve coaching; or recognize the factors that may create barriers to effective coaching and develop approaches for addressing these factors.	**All required competencies are included**: Candidates will be able to lead group meetings in ways that facilitate group discussion, shared leadership and accomplishment of goals; plan, implement and evaluate professional development in the content areas that take into account adult learning principles; **AND** Candidates will reflect on own work and use that reflection to improve coaching; and recognize the factors that may create barriers to effective coaching and develop approaches for addressing these factors.
3. Competencies for the *Instructional Practices* Domain	**All required competencies are *not* included**: Candidates do not demonstrate their abilities to coach educators in the effective delivery of research-based instruction appropriate to the content area; in the use of educational technology and its integration into instructional practice; or in becoming independent, reflective practitioners; **OR** Candidates do not demonstrate their abilities to coach educators in instructional planning through standards-aligned systems; in the appropriate selection and implementation of instructional materials and assessment tools; in instructional strategies for special needs, ELLs, gifted and other subgroups; or in formal and informal assessment and decision making to improve instructional practice; **OR** Candidates do not demonstrate the ability to coach educators in culturally responsive pedagogy; or in classroom management.	**All required competencies are included**: Candidates will demonstrate their abilities to coach educators in the effective delivery of research-based instruction appropriate to the content area; in the use of educational technology and its integration into instructional practice; and in becoming independent, reflective practitioners; **AND** Candidates will demonstrate their abilities to coach educators in instructional planning through standards-aligned systems; in the appropriate selection and implementation of instructional materials and assessment tools; in instructional strategies for special needs, ELLs, gifted and other subgroups; and in formal and informal assessment and decision making to improve instructional practice; **AND** Candidates will demonstrate the ability to coach educators in culturally responsive pedagogy; and in classroom management.

4. Competencies for the *Assessment* Domain	**All required competencies are *not* included**: Candidates do not demonstrate the ability to use assessment data from multiple measures, especially from formative assessments, to guide instruction and make decisions about coaching; monitor the results of interventions and altering instruction accordingly; or use multiple assessments that are developmentally appropriate; **OR** Candidates do not demonstrate the effective use(s) of technology in student assessment measures and data analysis; use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way; or demonstrate the ability to design assessments that target academic standards and assessment anchor content standards in subject areas.	**All required competencies are included**: Candidates will demonstrate their abilities to use assessment data from multiple measures, especially from formative assessments, to guide instruction and make decisions about coaching; monitor the results of interventions and altering instruction accordingly; and use multiple assessments that are developmentally appropriate; **AND** Candidates will demonstrate the effective use(s) of technology in student assessment measures and data analysis; use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way; and demonstrate the ability to design assessments that target academic standards and assessment anchor content standards in subject areas.
5. Competencies for the *Organizational Leadership and School Change* Domain	**All required competencies are *not* included**: Candidates do not demonstrate the ability to understand the school change literature that speaks to the importance of schools as communities of learners; exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning; or listen effectively to others, understanding both content and feeling during formal and informal dialogue, or communicate in a manner that inspires trust, communicates respect and is nonjudgmental in nature; **OR** Candidates do not demonstrate the ability to work collaboratively with school leadership to promote common goals and vision in the school; work collaboratively with colleagues in setting goals and establishing directions for school improvement and reform; promote shared leadership in the school; or communicate with internal and external audiences about school change efforts.	**All required competencies are included**: Candidates will demonstrate their abilities to understand the school change literature that speaks to the importance of schools as communities of learners; exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning; listen effectively to others, understanding both content and feeling during formal and informal dialogue, and communicate in a manner that inspires trust, communicates respect and is nonjudgmental in nature; **AND** Candidates will demonstrate the ability to work collaboratively with school leadership to promote common goals and vision in the school; work collaboratively with colleagues in setting goals and establishing directions for school improvement and reform; promote shared leadership in the school; and communicate with internal and external audiences about school change efforts.

Section 5. Special Education

Special Education is reviewed only as part of a Dual Certification. Not reviewed as part of Endorsements or Program Specialist programs.

Section 6. Field Experiences

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program provider documents that the candidates complete a planned sequence of professional education courses and field experience that integrate professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students (354.26) (49.14(4)(iv)(viii)).	Evidence is not provided to demonstrate that all candidates complete a planned sequence of field experiences that are aligned with the competencies in the courses; **OR** There is no evidence that all candidates have at least one experience in a public school setting.	Evidence is provided to demonstrate that all candidates complete a planned sequence of field experiences that are aligned with the competencies in the courses; **AND** At least one experience must be in a public school setting.
B. The Program Provider describes how candidate performance is directly tied to program competencies and impact on student growth and development.	Evidence indicates that candidate performance is not assessed in the field by Program personnel who are familiar with the Program competencies; **OR** Evidence indicates that candidates do not have face to face communication with faculty in the Program during and after their field experience for the purpose of discussing performance.	Evidence indicates that candidate performance is assessed in the field by Program personnel who are familiar with the Program competencies; **AND** Evidence indicates that candidates have face to face communication with faculty in the Program during and after their field experience for the purpose of discussing performance.
C. Experience Hours	The Program does not provide evidence in syllabi or field experience guidelines indicating that candidates will have at least 45 hours of application experience in a wide range of instructional coaching.	The Program provides evidence in syllabi or field experience guidelines indicating that candidates will have at least 45 hours of application experience in a wide range of instructional coaching.

Section 7. Student Teaching/Practicum

(The Instructional Coach Endorsement program does not require a formal practicum. Instead, 45 hours of field experiences aligned with course competencies are required. Student teaching/practicum will not be assessed during the Initial or Major Program Review)

Section 8. Exit Criteria

Exit Criteria is reviewed only as part of Major Review. Not reviewed as part of Initial Application for Approval

Section 9. Faculty

Guideline	Does Not Meet Requirements	Meets Requirements
A. Faculty Qualifications The Program Provider will provide documentation attesting to program faculty credentials, scholarship, diversity and systematic faculty evaluations. (22 Pa. Code §354.41(a) and (c))	Vitae are not available for faculty, including part-time and adjuncts, assigned to teach Program courses; **OR** Not all courses are assigned to an instructor.	Vitae are available for faculty, including part-time and adjuncts assigned to teach Program courses; **AND** Every course is assigned to an instructor.
B. The Program Provider provides systematic and comprehensive activities to assess and enhance the competence, intellectual vitality, and diversity of the faculty (354.41).	Evidence indicates that faculty, including part-time and adjuncts, are not provided opportunities for formal evaluation and professional development; **OR** The Program does not provide evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.	Evidence indicates that faculty, including part-time and adjuncts, are provided opportunities for formal evaluation and professional development; **AND** The Program provides evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.