

## Adult Support Framework

<b>Competency 1. Program Design/Planning:</b> <i>Establishes comprehensive, goals-driven plans to ensure efficient and comprehensive implementation of services.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>1a. Goal Setting.</b> Establishes appropriate, specific, and measurable goals for coaching and adults' growth.	Specific and measureable goals are established that reflect appropriate adult growth areas. Goals are developed in collaboration with school leadership to ensure that adult support is strategic and integrated with school-wide vision. Goals are clearly communicated to relevant stakeholders.	Specific and measureable goals are established that reflect appropriate adult growth areas. Goals are developed in collaboration with school leadership and are clearly communicated to relevant stakeholders.	Some goals are established to reflect appropriate adult growth areas. Goals are inconsistently developed in collaboration with school leadership and may not be communicated clearly to relevant stakeholders.	Insufficient goals are established, or established goals do not reflect appropriate adult growth areas. Goals are developed in isolation and/or are not communicated to relevant stakeholders.
<b>1b. Planning.</b> Plans coaching in a coherent sequence leading to adult mastery of skills and content.	Creates a comprehensive, objectives-based, sequenced plan aligned with program goals. Appropriate and innovative resources are identified in the plan.	Creates an objectives-based, sequenced plan aligned with program goals. Appropriate resources are identified in the plan.	A limited plan is in place. Some activities and services included in the plan are objectives-based, sequenced and aligned to program goals. Limited or only somewhat appropriate resources are identified in the plan.	No plan or an insufficient work plan is in place. Activities and services are not included or are not aligned to program goals. No resources or inappropriate resources are identified in the plan.
<b>1c. Organizational Structures.</b> Utilizes time and organizational systems to meet goals.	Consistently utilizes a system to monitor student data, manage priorities, and recommend and schedule services in a fair and timely manner. Proactively communicates concerns and proposes solutions when work is at risk.	Utilizes a system to monitor student data, manage time and priorities, and make timely recommendations for support services.	Inconsistently utilizes a system or shows inconsistent success at monitoring student data, time, and priorities.	No system is in place for managing data, time and priorities; or a system is in place, but is rarely or never implemented with success.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 2. Delivery of Services:</b> <i>Works collaboratively to support development of students, staff and the school community and to improve student outcomes.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>2a. Tailored Coaching.</b> Tailors coaching and modeling in one-on-one and group settings and checks for understanding to move adults toward mastery.	Consistently employs differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning and of staff development objectives.	Frequently employs differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning and of staff development objectives.	Inconsistently employs differentiated strategies in individual or group professional development. Strategies do not consistently demonstrate knowledge of adult learning and/or of staff development objectives.	Does not or rarely differentiates individual or group professional development. Does not demonstrate knowledge of adult learning or of staff development objectives.
<b>2b. Feedback and Coaching Aligned to the Framework for Effective Teaching.</b> Gathers evidence and provides timely, actionable feedback, coaching and modeling aligned to expectations for effective teaching.	Consistently provides timely, tailored, iterative and actionable feedback/modeling/ coaching that is aligned with expectations in the Framework for Effective Teaching, is informed by multiple data sources, and ensures teacher growth.	Frequently provides timely, tailored, iterative, and actionable feedback/modeling/ coaching that is aligned with expectations in the Framework for Effective Teaching, is informed by multiple data sources, and ensures teacher growth.	Inconsistently provides tailored, iterative, and actionable feedback/modeling/ coaching or extensive time passes between observations or trainings and follow-up. Feedback is sometimes aligned with expectations in the Framework for Effective Teaching, and/or occasionally ensures teacher growth.	Does not or rarely provides timely, tailored, iterative or actionable feedback/modeling/ coaching or feedback is not aligned with expectations in the Framework for Effective Teaching and/or does not result in teacher growth.
<b>2c. Resources.</b> Collaborates with teachers and administrators to select and support resources that align with school initiatives.	Consistently ensures use of appropriate instructional, Standards-aligned academic resources, and collaborates with others to help incorporate into classroom instruction and school-wide learning. Takes initiative to identify innovative, appropriate resources based on student, staff and community needs.	Frequently ensures use of appropriate instructional, Standards-aligned academic resources and collaborates with others to help incorporate into classroom instruction and school-wide learning.	Some staff use appropriate instructional, Standards-aligned academic resources. Engages in some collaboration with others to incorporate into classroom instruction and school-wide learning.	Does not or rarely uses appropriate instructional, Standards aligned academic resources. Rarely collaborates with others.
<b>2d. Academic Interventions.</b> Supports teachers in implementing academic interventions for students who struggle.	Consistently uses data and ensures all/nearly all staff use data to identify and support interventions for appropriate students. Promotes and provides training on implementation of strengths-	Uses data, and ensures most staff use data, to identify and support interventions for appropriate students. Frequently promotes and provides training on strengths-based interventions.	Sometimes uses data and/or ensures staff use data to identify and support interventions for appropriate students. Sometimes promotes and provides training on strengths-based	Rarely/never uses data to identify and support interventions. Rarely/never promotes strengths-based interventions.

	based interventions.		interventions.	
<b>2e. Data Coaching.</b> Ensures staff effectively use data to drive student learning and development.	Provides consistent individualized and group coaching and support to staff to ensure all/nearly all staff can access data, and use it to assess students' needs, track progress, adjust practice, and demonstrate impact on student learning.	Provides individualized and group coaching and support to staff to ensure most staff can access data, and use it to assess students' needs, track progress, adjust practice, and demonstrate impact on student learning.	Provides some individualized and group coaching and support to staff to ensure some staff can access data, and use it to assess students' needs, track progress, adjust practice, and demonstrate impact on student learning.	Provides insufficient coaching and/or support to staff. Does not ensure staff can access data, use it to assess students' needs, track student progress, adjust practice or demonstrate impact on student learning.
<b>2f. Community Engagement.</b> Engages staff, students, and parents in school and district goals.	Proactively partners with staff, students, and parents in a variety of ways to engage in dialogue about school and district goals. Builds and leverage stakeholder knowledge, skills, and resources to support goal attainment.	Partners with staff, students, and parents in a variety of ways to engage in dialogue about school and district goals. Builds and leverage stakeholder knowledge, skills, and resources to support goal attainment.	Sometimes partners with staff, students, and parents to engage in dialogue about school and district goals. Sometimes builds and leverage stakeholder knowledge, skills, and resources to support goal attainment.	Does not or rarely partners with staff, students, and parents to engage in dialogue about school and district goals. Partnerships do not reach all stakeholders or result in low levels of engagement.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 3. Culture of Achievement:</b> <i>Promotes a college and career focused environment to support student academic mastery.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>3a. Community.</b> Ensures students feel supported, safe, and appropriately challenged.	Consistently uses positive, productive language and behaviors to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Frequently uses positive, productive language and behaviors to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Sometimes uses positive, productive language and behaviors to promote an inclusive culture focused on positive social interactions and rigorous academic content.	Rarely or never uses positive, productive language and behaviors to promote an inclusive culture focused on positive social interactions and rigorous academic content.
<b>3b. Standards Mastery.</b> Demonstrates a high-level knowledge of the State Standards and focuses coaching on instructional shifts.	Demonstrates a deep understanding of student mastery of the Standards. Consistently focuses coaching on the instructional shifts required.	Demonstrates an understanding of student mastery of the Standards. Focuses coaching on the instructional shifts required.	Demonstrates a limited understanding of student mastery of the Standards. Sometimes focuses coaching on the instructional shifts required.	Does not demonstrate an understanding of student mastery of the Standards. Does not focus coaching on the instructional shifts required.
<b>3c. Adult Efficacy.</b> Promotes adult ownership of development goals and facilitates adult leadership and development.	Demonstrates knowledge of all/nearly all staff members' development goals and implements a plan to support all/nearly all staff in progressing toward relevant goals. Promotes staff ownership of their own development and creates leadership opportunities.	Demonstrates knowledge of most staff members' development goals and implements a plan to support most staff in progressing toward relevant goals. Promotes staff ownership of their own development and creates leadership opportunities.	Demonstrates knowledge of development areas for some staff. Supports some staff in progressing toward relevant goals. Promotes staff ownership of their own development and creates limited leadership opportunities.	Does not demonstrate knowledge of staff development areas and does not or rarely promotes staff ownership of their own development. Does not create leadership opportunities.
<b>3d. Adult Learning.</b> Models principles of adult learning, including connecting coaching to previous learning and providing real-time coaching.	Demonstrates deep knowledge of adult learning. Consistently models principles of effective adult learning in coaching practices.	Demonstrates knowledge of adult learning. Frequently models principles of effective adult learning in coaching practices.	Demonstrates limited knowledge of adult learning. Sometimes models principles of effective adult learning in coaching practices.	Does not demonstrate knowledge of adult learning. Rarely or never models principles of effective adult learning in coaching practices.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 4. Measures Impact:</b> <i>Uses program data to monitor services and show evidence of student growth.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>4a. Data Management.</b> Develops and maintains relevant, accurate, and secure data on students and staff development.	Records and maintains accurate, complete, and secure program data in an organized and timely manner and seeks out/uses innovative systems for data management.	Uses available systems to record and maintain accurate, complete, and secure program data in an organized and timely manner.	Inconsistently records and maintains accurate, complete, and secure program data.	Rarely or never records and/or maintains program accurate, secure data.
<b>4b. Data Interpretation and Application.</b> Uses data to assess student and staff development needs and progress and to adjust individual and/or group services as needed.	Consistently uses available data to assess staff needs, guide planning, provide appropriate services, and track progress toward goals. Initiates school-wide programming and interventions as needed and seeks out/uses innovative systems for data analysis.	Frequently uses available data to assess staff needs, guide planning, provide appropriate services, and track progress toward goals.	Sometimes uses available data to assess staff needs, guide planning, provide appropriate services, and track progress toward goals.	Rarely or never uses data to assess staff needs, guide planning, provide appropriate services and/or track progress toward goals. Rarely or never uses provides inappropriate services based on data.
<b>4c. Demonstrates Impact.</b> Uses data to demonstrate the impact of coaching on staff and the school community.	Articulates specifically and with substantial evidence whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Articulates with evidence, whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Articulates with some evidence whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.	Has little or no evidence to show whether staff and the school community have progressed toward development goals, and how/to what extent they have progressed.
<b>4d. Student Progress:</b> Data reflect that students are progressing toward mastery and are being effectively prepared for college and career.	Data reflects that most students are progressing toward mastery and prepared for college and career.	Data reflects that most students are progressing toward mastery and prepared for college and career.	Data reflects that some students are progressing toward mastery and prepared for college and career.	Data reflects that few students are progressing toward mastery and prepared for college and career.
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>

<b>Competency 5. Commitment to Personal and Professional Excellence:</b> <i>Staff demonstrates commitment to excellence and to the professional growth of his/her school and peers.</i>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>5a. Commitment to Continuous Improvement:</b> Staff accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5b. Collaboration:</b> Staff contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into his or her own practice.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5c. Communication of Student Progress:</b> Staff communicates student progress clearly and consistently to students, classroom teachers, and school leaders	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5d. Attendance and Promptness:</b> Staff is present and prompt, and attendance reflects his or her focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Overall Rating</b> based on preponderance of evidence	<b>Exceeds Expectations</b> <b>+1</b>	<b>Meets Expectations</b> <b>0</b>	<b>Slightly Below Expectations</b> <b>-1</b>	<b>Significantly Below Expectations</b> <b>-6</b>