

Rubric for Coaching Stance Badge

Coaching Stance Target: I can lead a coaching conversation that shows how administrators and instructional coaches provide feedback that increases teacher learning.

Video Target: I will show through a video how the coaching stances framework is used to provide targeted feedback to a teacher.

Coaching Stance Video				
Competency	Absent	Mastery	Acceptable	Developing
Video shows the application of coaching stances	No opportunity to evaluate	The video provides auditory and visual evidence of thoughtful feedback exchanges using an appropriate map and more than one coaching stance throughout the conversation.	The video provides auditory and visual evidence of feedback exchanges using an appropriate map and a coaching stance throughout the conversation.	The video provides auditory and visual evidence of a feedback exchange using a coaching stance during the conversation.
	Absent	Mastery	Acceptable	Developing
Video shows the relation of standards and communicates expectations	No opportunity to evaluate	The video includes an embedded discussion about the alignment of the teacher's practices with several following areas and how they connect to teaching standards: content knowledge, pedagogy, student learning, student needs, resources, instructional planning or assessment.	The video includes an explicit discussion about the alignment of the teacher's practices with two or more of the following areas: content knowledge, pedagogy, student learning, student needs, resources, instructional planning or assessment.	The video includes a general discussion about the alignment of the teacher's practice with one of the following: content knowledge, pedagogy, student learning, student needs, resources, instructional planning or assessment.
	Absent	Mastery	Acceptable	Developing
Video shows evidence that the conversation was of value to the teacher.	No opportunity to evaluate	The video gives clear evidence of the teacher's change of approach towards their efficacy, flexibility, craftsmanship, consciousness, and interdependence with articulated next steps.	The video gives evidence of the teacher's change of approach towards their efficacy, flexibility, craftsmanship, consciousness, or interdependence.	The video gives some evidence of the teacher's change of approach towards their efficacy, flexibility, craftsmanship, consciousness, or interdependence.

Reflection Target: I can write a reflective analysis about applying and facilitating a coaching conversation using the coaching stances and how I can make changes to streamline future coaching conversations.

Coaching Stance Reflection				
Competency	Absent	Mastery	Acceptable	Developing
Reflects on the interactions between teacher and coach when applying coaching stances	No opportunity to evaluate	The reflection demonstrated a clear understanding of the importance of using coaching stances in a coaching conversation. Specific examples were given to demonstrate how the coaching stances were chosen and shared between the teacher and the coach. The connection between the teacher's input and coaches' choice of stance is clearly described.	The reflection demonstrated an understanding of the importance of using coaching stances in a coaching conversation. At least one specific example was given to demonstrate how the coaching stances were chosen and shared between the teacher and the coach. The connection between the teacher's input and coaches' choice of stance was generally described.	The reflection demonstrated a clear understanding of the importance of using coaching stances in a coaching conversation. Specific examples were given to demonstrate how the coaching stances were chosen and shared between the teacher and the coach. The connection between the teacher's input and coaches' choice of stance was lacking or poorly described.
		Mastery	Acceptable	Developing
Reflects on the impact on teacher learning when coaching stances were used.	No opportunity to evaluate	The reflection described the impact on teacher learning when coaching stances were used in a coaching conversation. Specific examples of several teacher shifts in efficacy, flexibility, craftsmanship, consciousness, and interdependence were given and analyzed.	The reflection described the impact on teacher learning when coaching stances were used in a coaching conversation. Two or more examples of teacher shifts in efficacy, flexibility, craftsmanship, consciousness, and interdependence were given and analyzed.	The reflection described the impact on teacher learning when coaching stances were used in a coaching conversation. One example of teacher shifts in efficacy, flexibility, craftsmanship, consciousness, and interdependence was given and analyzed.
		Mastery	Acceptable	Developing
Reflects on potential changes for using coaching stances to increase teacher learning.	No opportunity to evaluate	The potential changes for improving the process of attending to external cues and teacher's input included clear specific suggestions that can lead to improved diagnosis of which coaching stances to use and choice of access points into the conversation.	The potential changes for improving the process of attending to external cues and teacher's input included suggestions that can lead to improved diagnosis of which coaching stances to use and choice of access points into the conversation.	The potential changes for improving the process of attending to external cues and teacher's input were unclear and irrelevant in how they might lead to improved diagnosis of which coaching stances to use and choice of access points into the conversation.
		Mastery	Acceptable	Developing
Quality of Writing	No opportunity to evaluate	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors.	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.