Rubric for Post-Conferencing Badge

Post-Visit Framework				
Competency	Absent	Developing	Acceptable	Mastery
Incorporate coaching language throughout conferencing.	No opportunity to evaluate.	Coach does most of the talking.	A balanced discussion between coach and teacher.	Coaching language supports and guides the conversation throughout the conference, with the teacher doing most of the talking.
Coaching language is instructive, collaborative, and guiding.	No opportunity to evaluate.	Coach uses instructive language throughout conferencing.	Conversation is balanced between coach and teacher.	Conversation is teacher-led with minimal coaching and aligned with student learning goals.
Design action steps based upon reflective conversation.	No opportunity to evaluate.	Engages in conversation without identifying specific next step.	Conversation leads to an action plan.	Reflective conversation connects goals and data to design specific action steps.

Post-Conferencing Reflection Paper				
Competency	Absent	Developing	Acceptable	Mastery
Reflects on the use of coaching language in guiding conversation.	No opportunity to evaluate.	The reflection describes coaching language, but does not provide specific examples.	The reflection demonstrates an understanding of the use of specific coaching language in conferencing situations.	The reflection demonstrates a clear understanding of the use of coaching language that builds teacher autonomy.
Reflects on moving through instructive, collaborative, and guiding conversation language.	No opportunity to evaluate.	The reflection has a limited description of the three stances in conferencing communication.	The reflection describes the three language stances, but does not connect to goals and data.	The reflection describes in detail the impact of using the three stances and how it connects to goals, data, and impact on teacher growth.
Reflects on developing an action plan based upon collected data.	No opportunity to evaluate.	The potential changes of action were somewhat unclear or irrelevant.	The potential changes of action included some coaching language from the three stances of communication. The full use of collected data was unclear.	The potential changes for improving instruction based upon collected data is clear. Three stances of coaching language were used in analysis and synthesis of data. Specific details of the action plan were given, citing rationale for improving instruction.
Quality of Writing	No opportunity to evaluate.	The conventions and/or structures of writing detract from the writer's meaning. Many obvious and/or distracting errors indicate a lack of proofreading.	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.