

Look-Fors				
Competency	Absent	Developing	Acceptable	Mastery
<b>Creates a shared framework for good teaching with the faculty.</b>	No opportunity to evaluate.	A framework of good teaching is incomplete or poorly communicated across the entire faculty.	The faculty and coach have adopted and been trained in a common framework of good teaching.	The entire school shares a common framework of good teaching that is evident in a common approach to elements of effective instruction.
<b>Identifies what to look for when observing instruction.</b>	No opportunity to evaluate.	Identifies some look-fors that may or may not be part of a larger framework.	Articulates what the coach is looking for in a classroom observation that relates to the framework for good teaching.	The coach and teacher can both name the same look-fors that relate to the framework for good teaching.
<b>Facilitates meaningful discussions about student learning, using a shared framework.</b>	No opportunity to evaluate.	Discussion of the observation does not fully connect look-fors to student achievement.	Ties the look-fors to student achievement in a coaching conversation.	The coach and teacher use the same terms in the same way and relate them to student achievement.
<b>Quality of Writing</b>	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.