Coordinator Observation Scoring Form SY15-16

Professional Development Design
Shared Goals

1=Unsatisfactory	2=Basic	3=Proficient AND…	4=Distinguished AND…	Not Observed
○	○	○	○	○
• Professional development (PD) outcomes are identified or are unclear.	• Outcomes are identified to address teachers' need(s) based on data, (e.g., student performance data, teacher performance data).	• Are specific and relevant to teachers' day-to-day work.	• Are aligned with district and/or school goals or reflect best practices.	If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Content

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
Content does not match identified need(s).	Content matches identified needs and Is research-based and/or aligned with district or school focus.	Builds on teachers' existing content knowledge to improve student learning.	Is aligned with the College and Career Readiness Standards (CCS), Next Generation Science Standards or other recognized	If the component is not observed during the coordinator observation, no score is assigned or

				standards or guidelines.	used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Adult Learning Strategies

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
PD provides limited learning experiences that allow participants to transition from dependent to self-directing learners.	Uses the experiences of learners through discussions, simulations, problem-solving activities, case methods, peer-helping activities, etc. to transition from dependent to self-directing learners.	Tailors teaching and learning strategies according to principles of adult learning and/or participants' background, learning style, motivation, needs, interests, and goals.	Supports participants' to reflect on and critically assess their practices, and to make necessary adjustments.	If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Follow-up Support

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
Follow-up is not identified.	Identified follow-up includes a plan with actionable steps, ongoing support, and self-	Includes on-site coaching and/or opportunities for virtual support.	Provides such opportunities for participants to offer	If the component is not observed during the

assessment of progress.			demonstration lessons, analyze student work, attend progress meetings, create teaching videos, act as a peer coach and/or contribute to district wide initiatives.	coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Professional Development Delivery
Quality Teaching

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
PD lacks anticipatory/ warm-up activity followed by facilitated components with demonstrations and/or modeling.	PD includes facilitated components with demonstrations and/or modeling and interactive opportunities for guided and independent practice with feedback.	Includes multiple checks for understanding and bases adjustments on participant feedback.	Enhances participants', instructional skills, assessment practices, and/or provides guidance for meaningful student engagement.	If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Materials and Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
PD uses limited resources.	PD includes adequate and appropriate materials, including technology, if available.	Uses resources effectively to support participant learning.	Includes support to locate and access resources to support continued learning beyond the PD activity.	If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Effective Use of Time

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○	○	○	○	○
Majority of time is not used for PD.	Majority of time is used for PD focused on learning.	Appropriate time is allocated to each segment of PD (e.g., warm-up, presentation, guided practice) ensuring completion of activities and closure.	Smooth transitions occur with opportunities for participant sharing and/or input.	If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.