Transformational Coaching Rubric

Appendix C Transformational Coaching Rubric

Beginning	The coach is talking about the strategies, demonstrating awareness of them, and may occasionally try them out.
Emerging	The coach has begun to use these strategies, but is inconsistent in usage and effectiveness.
Developing	The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals.
Refining	The coach's usage of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals.
Modeling	The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practice.

1. Knowledge Base
Coach understands and applies a set of core coaching knowledge components.

Element	Beginning	Emerging	Developing	Refining	Modeling	Evidence
a. Coach has knowledge of the discipline around which he or she coaches (literacy, math, leadership, classroom management, school transformation, or other)	○	○	○	○	○	
b. Coach has knowledge of a range of coaching approaches, including directive, facilitative, cognitive, and ontological, and can apply them as needed.	○	○	○	○	○	
c. Coach demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
d. Coach demonstrates understanding of systemic oppression and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
e. Coach demonstrates understanding of systems thinking and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
f. Coach demonstrates understanding of an inquiry lens and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
g. Coach demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
h. Coach demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	

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2. Relationships Coach develops and maintains relationships based on trust and respect and demonstrates cultural competency in order to advance the work.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach enrolls the client in a coaching relationship and monitors enrollment throughout the work.	○	○	○	○	○	
b. Coach builds trust with client and sustains it over time; coach maintains confidentiality at all times.	○	○	○	○	○	
c. Coach demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background.	○	○	○	○	○	
d. Coach demonstrates empathy and compassion.	○	○	○	○	○	

3. Strategic Design Coach develops strategic work plans based on data and a variety of assessments. Coach is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach gathers a variety of data and engages client in assessing data in order to coconstruct work plan.	○	○	○	○	○	
b. Work plan aligns to school or district vision and larger context.	○	○	○	○	○	

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Element	Beginning / Emerging / Developing / Refining / Modeling	Evidence
c. SMARTE goals drive the work with client; coach regularly gathers data to demonstrate progress towards goals and engages client in this reflection.	○ ○ ○ ○ ○	
d. Coach develops a theory of action for coaching each client and applies theory in conversations and actions.	○ ○ ○ ○ ○	
e. Coach breaks down the learning into chunks and identifies high-leverage coaching strategies; a plan for gradual release of responsibility is articulated.	○ ○ ○ ○ ○	

4. The Coaching Conversation Coach demonstrates a wide range of listening and questioning skills. Coach is able to effectively move conversations toward meeting the client's goals.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach plans for and structures coaching conversations to ensure that they align with client's goals and that they are moving the client toward meeting the goals.	○	○	○	○	○	
b. Coach uses a variety of questioning strategies with clients.	○	○	○	○	○	
c. Coach listens for high-leverage entry points that could deepen the conversation and uses them.	○	○	○	○	○	
d. Coach effectively uses a range of conversational coaching approaches in order to push client to find new possibilities for action to meet goals.	○	○	○	○	○	
e. Coach listens with empathy and uses nonjudgmental language in coaching conversations.	○	○	○	○	○	

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Element	Beginning / Emerging / Developing / Refining / Modeling	Evidence
f. Coach listens without attachment to outcome.	○ ○ ○ ○ ○	
g. Coach shows up as a calm, grounded presence.	○ ○ ○ ○ ○	

5. Strategic Actions Coach implements high-leverage strategic actions that support client in reaching goals and uses a gradual release of responsibility model to develop a client's autonomy.	Beginning / Emerging / Developing / Refining / Modeling	
Element		**Evidence**
a. Coach observes client in various contexts, gathers data, and offers feedback based on what the client has asked for.	○ ○ ○ ○ ○	
b. Coach guides client to develop reflective capacities when receiving feedback.	○ ○ ○ ○ ○	
c. Coach engages client in analyzing data (student work, survey data, test scores, and so on) and responding to data.	○ ○ ○ ○ ○	
d. Coach models best practices (delivering a lesson, facilitating a meeting, providing professional development, giving difficult feedback, and so on) and engages client in reflecting on the demonstration.	○ ○ ○ ○ ○	
e. Coach engages client in other coaching activities (role playing, visualizing, gathering surveys, using video, and so on) that move the client toward goals.	○ ○ ○ ○ ○	
f. Coach works within a client's Zone of Proximal Development and gradually releases responsibility to enable the client to meet his or her goals.	○ ○ ○ ○ ○	

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	Beginning / Emerging / Developing / Refining / Modeling	Evidence
g. Coach supports client to identify needs, access resources, and build relationships that can help meet those needs.	○ ○ ○ ○ ○	

6. Coach as Learner Coach consistently reflects on his or her own learning and development as a coach and actively seeks out ways to develop his or her skill, knowledge, and capacity.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach solicits feedback from clients and takes action based on feedback.	○	○	○	○	○	
b. Coach gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice. Reflection leads to development of practice.	○	○	○	○	○	
c. Coach seeks out professional learning opportunities and consultations with other coaches to develop coaching practice; also stays informed of current research on best practices.	○	○	○	○	○	
d. Coach collaborates effectively with colleagues by supporting their professional growth.	○	○	○	○	○	
e. Coach demonstrates awareness of his or her own emotional intelligence and works to develop emotional resiliency.	○	○	○	○	○	
f. Coach models transformational leadership and demonstrates awareness of how he or she is perceived by others.	○	○	○	○	○	
g. Coach attends to his or her own personal transformation.	○	○	○	○	○	