

OVERVIEW

This **Framing Feedback and Coaching Workbook** is designed to supplement the content of the **Framing Feedback and Coaching** infobrief. Specifically, the workbook contains three separate tools to support school leaders in Virginia in developing and delivering effective feedback to teachers and engaging in productive coaching conversations that further teachers' professional advancement. The directions for using each tool and a corresponding hyperlink are presented below.

Please note that the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers ([downloadable here](#)) published by the Virginia Board of Education contain a plethora of documents to support teacher evaluation, feedback, and coaching. These resources serve as a robust supplement to the tools contained in this workbook. In particular, school leaders may want to review, repurpose, and/or use the following sample resources:

- Pre-Observation Conference Form (p. 18);
- Formative Feedback Form (pp. 19-23);
- Informal Classroom Observation/Walkthrough Form (pp. 25-26);
- Various student surveys evaluating teacher practice (pp. 28-36);
- Documentation Log Cover Sheet (pp. 42-43);
- Teacher Self-Evaluation Form (pp. 45-46);
- Goal Setting for Student Academic Progress Form (pp. 53-54);
- Teacher Interim Performance Report (pp. 56-61);
- Teacher Summative Performance Report (pp. 75-81);
- Support Dialogue Form (p. 84); and
- Performance Improvement Plan Form (pp. 87-88).

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Coaching Foundations Worksheet – pages 2-4 ([accessible here](#))

Directions: Use this worksheet during initial meetings with teachers who start a given coaching cycle (e.g., a new school year, a new semester) to outline goals, norms, and processes for that cycle. By completing this worksheet, school leaders/coaches and the teachers they are coaching will increase their familiarity with the others' priorities for instructional coaching and establish norms and expectations for their work together.

2

Coaching Cycle Goals and Activities Planning Worksheet – pages 5-8 ([accessible here](#))

Directions: Use this worksheet during secondary meetings with teachers—following the initial meeting to start a given coaching cycle—to set one to three goals for teacher performance and improvement and to set a timeframe and activities schedule for the coaching cycle.

3

Uniform Teacher Performance Standards Formative Feedback Forms – pages 9-17 ([accessible here](#))

Directions: Use these forms to draft feedback on teacher performance within a given observation or other review of teacher practices relative to the Uniform Performance Standards for Teachers. Select those standards you will focus and provide feedback on. You should determine which and how many standards to emphasize based on the activity being completed and the goals the teacher has for their own performance and improvement. After selecting standards, use the corresponding rating scale and discussion questions to provide feedback. Please note that this document consolidates rubrics presented in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.



Coaching Foundations Worksheet

Directions: Use this worksheet during initial meetings with teachers that start a given coaching cycle (e.g., a new school year, a new semester) to outline goals, norms, and processes for that cycle. By completing this worksheet, school leaders/coaches and the teachers they are coaching will increase their familiarity with the others' priorities for instructional coaching and establish norms and expectations for their work together.

Teacher Name: _____

Coach Name: _____

SETTING FOUNDATIONS FOR COACHING

Please describe yourself as a *teacher*. What is your teaching style, and what are your most important priorities when working with students, families, and your colleagues?

Please describe yourself as a *learner*. What is your learning style, and what are your most important priorities when pursuing and completing professional learning activities?

What are your strengths as a teacher? Comparatively, what skills and/or knowledge competencies would you like to improve during this coaching cycle?

What expectations do you have for our coaching activities (e.g., observations, conferences)? What concerns do you have about coaching that I should be aware of?

ESTABLISHING NORMS, PROCEDURES, AND GOALS

What coaching activities do you feel would be most beneficial to you (e.g., instructional observations, artifact reviews)? How might these activities help us drive improvements to your professional practice?

Through which channels do you prefer to receive feedback (e.g., writing, orally)? How would you describe effective feedback that you are most likely to consider thoughtfully and act in response to?

What steps do you believe we should take to prepare for, execute, and debrief on each coaching activity we complete? Should these steps be consistent across activity types, or should they vary based on the activity type?

What norms should we hold ourselves accountable to in our coaching activities? What should I be doing as your coach, and what should you be doing as the coachee? What should we be doing as collaborating partners?

Norms for School Leader/Coach

1.
2.
3.
4.

Norms for Teacher/Coachee

1.
2.
3.
4.

Shared Norms

1.	2.
3.	4.

Coaching Foundations Worksheet adapted from: [1] "Setting Coaching Cycle Goals." EL Education, October 2015. pp. 1-2. <https://eeducation.org/uploads/downloads/ELED-SettingCoachingCycleGoals-0816.pdf> [2] Needham, K. "Performance Development Goal Setting." Growth Coaching International. <https://www.growthcoaching.com.au/articles-new/performance-development-goal-setting?country=au> [3] "Trenton Public Schools Instructional Coaching Model." Trenton Public Schools (NJ). pp. 23-25. https://www.trentonk12.org/Downloads/Instructional_Coaching_Model_June_14_2015.pdf



Coaching Cycle Goals and Activities Planning Worksheet

Directions: Use this worksheet during secondary meetings with teachers—following the initial meeting to start a given coaching cycle—to set one to three goals for teacher performance and improvement as well as to set a timeframe and activities schedule for the coaching cycle.

Teacher Name: _____

Coach Name: _____

GOALS AND PROGRESS MONITORING

Record one to three goals that you wish to obtain by engaging in this coaching cycle. Consider your developmental priorities, student needs, and systemic objectives in setting these goals.

1.

2.

3.

For each of the above goals, record at least one method or data indicator that we can use to track progress toward the goal during this coaching cycle.

1.

2.

3.

RECORD OF PLANNED ACTIVITIES

Coaching Activity #1

Select the activity type to be completed:

- | | |
|---|---|
| <input type="checkbox"/> Instructional observation | <input type="checkbox"/> Examination of artifact(s) (e.g., lesson plan) |
| <input type="checkbox"/> Meeting observation | <input type="checkbox"/> Examination of student work product(s) |
| <input type="checkbox"/> Review of video-recorded observation | <input type="checkbox"/> Examination of student outcomes data |

Intended Date of Activity: _____

Intended Date of Pre-Conference (if needed): _____

Intended Date of Post-Conference (if needed): _____

Provide a description of the activity and its applicability to helping the teacher achieve outlined goals.

Coaching Activity #2

Select the activity type to be completed:

- | | |
|---|---|
| <input type="checkbox"/> Instructional observation | <input type="checkbox"/> Examination of artifact(s) (e.g., lesson plan) |
| <input type="checkbox"/> Meeting observation | <input type="checkbox"/> Examination of student work product(s) |
| <input type="checkbox"/> Review of video-recorded observation | <input type="checkbox"/> Examination of student outcomes data |

Intended Date of Activity: _____

Intended Date of Pre-Conference (if needed): _____

Intended Date of Post-Conference (if needed): _____

Provide a description of the activity and its applicability to helping the teacher achieve outlined goals.

Coaching Activity #3

Select the activity type to be completed:

- | | |
|---|---|
| <input type="checkbox"/> Instructional observation | <input type="checkbox"/> Examination of artifact(s) (e.g., lesson plan) |
| <input type="checkbox"/> Meeting observation | <input type="checkbox"/> Examination of student work product(s) |
| <input type="checkbox"/> Review of video-recorded observation | <input type="checkbox"/> Examination of student outcomes data |

Intended Date of Activity: _____

Intended Date of Pre-Conference (if needed): _____

Intended Date of Post-Conference (if needed): _____

Provide a description of the activity and its applicability to helping the teacher achieve outlined goals.

Coaching Activity #4

Select the activity type to be completed:

- | | |
|---|---|
| <input type="checkbox"/> Instructional observation | <input type="checkbox"/> Examination of artifact(s) (e.g., lesson plan) |
| <input type="checkbox"/> Meeting observation | <input type="checkbox"/> Examination of student work product(s) |
| <input type="checkbox"/> Review of video-recorded observation | <input type="checkbox"/> Examination of student outcomes data |

Intended Date of Activity: _____

Intended Date of Pre-Conference (if needed): _____

Intended Date of Post-Conference (if needed): _____

Provide a description of the activity and its applicability to helping the teacher achieve outlined goals.

Coaching Activity #5

Select the activity type to be completed:

- | | |
|---|---|
| <input type="checkbox"/> Instructional observation | <input type="checkbox"/> Examination of artifact(s) (e.g., lesson plan) |
| <input type="checkbox"/> Meeting observation | <input type="checkbox"/> Examination of student work product(s) |
| <input type="checkbox"/> Review of video-recorded observation | <input type="checkbox"/> Examination of student outcomes data |

Intended Date of Activity: _____

Intended Date of Pre-Conference (if needed): _____

Intended Date of Post-Conference (if needed): _____

Provide a description of the activity and its applicability to helping the teacher achieve outlined goals.

Coaching Cycle Goals and Activities Planning Worksheet adapted from: [1] "Instructional Coaching Handbook (Draft)." Chaplin Elementary School (CT), 2016. pp. 14-17. <http://chaplinschool.org/wp-content/uploads/2014/08/1stdrafthandbook.pdf> [2] "Action Planning Form." National Center for Pyramid Model Innovations | College of Behavioral and Community Sciences, University of South Florida, November 7, 2019. https://challengingbehavior.cbcs.usf.edu/docs/ActionPlan_a.pdf [3] "Classroom Coaching Log." National Center for Pyramid Model Innovations | College of Behavioral and Community Sciences, University of South Florida, October 3, 2018. pp. 1-7. https://challengingbehavior.cbcs.usf.edu/docs/coaching_log.pdf



Uniform Teacher Performance Standards Formative Feedback Forms

Directions: Use these forms to draft feedback on teacher performance within a given observation or other review of teacher practice relative to the Uniform Performance Standards for Teachers. Select those standards you will focus and provide feedback on. You should determine which and how many standards to emphasize based on the activity being completed and the goals the teacher has for their own performance and improvement. After selecting standards, use the corresponding rating scale and discussion questions to provide feedback. Please note that this document consolidates rubrics presented in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

Which Uniform Performance Standards for Teachers will be emphasized during this instructional observation or review of teacher practice? Please select *no more than three standards* in order to provide sufficient focus for your feedback to and coaching of the teacher under review.

- Performance Standard 1: Professional Knowledge** – The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. If this standard is under review, please use the rating scale and questions available on p. 10 ([linked here](#)).
- Performance Standard 2: Instructional Planning** – The teacher plans using the Virginia Standards of Learning, the school’s curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students. If this standard is under review, please use the rating scale and questions available on p. 11 ([linked here](#)).
- Performance Standard 3: Instructional Delivery** – The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs. If this standard is under review, please use the rating scale and questions available on p. 12 ([linked here](#)).
- Performance Standard 4: Assessment of/for Student Learning** – The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed. If this standard is under review, please use the rating scale and questions available on p. 13 ([linked here](#)).
- Performance Standard 5: Learning Environment** – The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. If this standard is under review, please use the rating scale and questions available on p. 14 ([linked here](#)).
- Performance Standard 6: Culturally Responsive Teaching and Equitable Practices** – The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students. If this standard is under review, please use the rating scale and questions available on p. 15 ([linked here](#)).
- Performance Standard 7: Professionalism** – The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning. If this standard is under review, please use the rating scale and questions available on p. 16 ([linked here](#)).
- Performance Standard 8: Student Academic Progress** – The work of the teacher results in acceptable, measurable, and appropriate student academic progress. If this standard is under review, please use the rating scale and questions available on p. 17 ([linked here](#)).

PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

- INEFFECTIVE**
The teacher demonstrates an inadequate understanding of the curriculum, content, and/or student development, and/or fails to use the knowledge in practice.
- APPROACHING EFFECTIVE**
The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and/or student development and/or lacks fluidity in using the knowledge in practice.
- EFFECTIVE** – *This is the expected level of teacher performance.*
The teacher demonstrates an understanding of the curriculum, subject content, and developmental needs of students by providing relevant learning experiences.
- HIGHLY EFFECTIVE** – *To reach this level, teachers must also meet the requirements for Effective.*
The teacher continually enriches the curriculum and serves as a role model in their knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 2: INSTRUCTIONAL PLANNING FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

INEFFECTIVE

The teacher fails to plan or plans without adequately using the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

APPROACHING EFFECTIVE

The teacher is inconsistent in their use of the Virginia Standards of Learning, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

EFFECTIVE – *This is the expected level of teacher performance.*

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

HIGHLY EFFECTIVE – *To reach this level, teachers must also meet the requirements for Effective.*

The teacher actively seeks and uses alternative data and resources and serves as a role model in their ability to design relevant lessons that challenge and motivate all students.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 3: INSTRUCTIONAL DELIVERY FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

- INEFFECTIVE**
The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.

- APPROACHING EFFECTIVE**
The teacher is inconsistent with the use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.

- EFFECTIVE** – *This is the expected level of teacher performance.*
The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, promote key skills, and meet individual learning needs.

- HIGHLY EFFECTIVE** – *To reach this level, teachers must also meet the requirements for Effective.*
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 4: ASSESSMENT OF/FOR STUDENT LEARNING FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

INEFFECTIVE

The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.

APPROACHING EFFECTIVE

The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.

EFFECTIVE – *This is the expected level of teacher performance.*

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

HIGHLY EFFECTIVE – *To reach this level, teachers must also meet the requirements for Effective.*

The teacher collaborates with colleagues to use assessment data, reexamines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 5: LEARNING ENVIRONMENT FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

INEFFECTIVE

The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

APPROACHING EFFECTIVE

The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.

EFFECTIVE – *This is the expected level of teacher performance.*

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning.

HIGHLY EFFECTIVE – *To reach this level, teachers must also meet the requirements for Effective.*

The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 6: CULTURALLY RESPONSIVE TEACHING AND EQUITABLE PRACTICES FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

INEFFECTIVE

The teacher fails to demonstrate a commitment to equity and/or fails to adapt instructional and classroom strategies in a way that results in culturally inclusive and responsive learning environments and academic achievement for all students.

APPROACHING EFFECTIVE

The teacher is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and classroom strategies that result in inclusive learning environments and student engagement practices.

EFFECTIVE – *This is the expected level of teacher performance.*

The teacher models high expectations for all students, advances academic growth and achievement for all students, and utilizes educational materials that are culturally inclusive.

HIGHLY EFFECTIVE – *To reach this level, teachers must also meet the requirements for Effective.*

The teacher demonstrates and promotes respect for differences, mitigates against classroom power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect, and utilizes data informed strategies to support academic achievement for all students.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 7: PROFESSIONALISM FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

INEFFECTIVE

The teacher fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.

APPROACHING EFFECTIVE

The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.

EFFECTIVE – *This is the expected level of teacher performance.*

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

HIGHLY EFFECTIVE – *To reach this level, teachers must also meet the requirements for Effective.*

The teacher serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues in the improvement of their instructional practice, and initiates activities that contribute to the enrichment of the wider school community.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?

PERFORMANCE STANDARD 8: STUDENT ACADEMIC PROGRESS FEEDBACK FORM

Directions: Read the descriptors for the four levels of effectiveness, and select an appropriate level based on the descriptor and the evidence you collected during your observation or review of teacher practice.

- INEFFECTIVE**
The work of the teacher does not achieve acceptable student academic progress.
- APPROACHING EFFECTIVE**
The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.
- EFFECTIVE** – *This is the expected level of teacher performance.*
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.
- HIGHLY EFFECTIVE** – *To reach this level, teachers must also meet the requirements for Effective.*
The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.

What evidence did you identify or collect during your observation or review that led you to select the level of effectiveness above?

Based on identified or collected evidence and the selected level of effectiveness, what are two areas or skills that the observed teacher can improve?