



SEE-KS COACHING FIDELITY RUBRIC

Standard 1: **Communication.** Coach establishes and/or maintains a positive communication environment where participants are comfortable initiating discussions, sharing ideas and asking questions.

3 – Continually	2 – Consistently	1 – Inconsistent	0 – Not Established
Coach <i>continually establishes and maintains</i> a positive communication environment where participants are comfortable initiating discussion, sharing ideas, and asking questions.	Coach <i>consistently establishes and/or maintains</i> a positive communication environment where participants are comfortable initiating discussion, sharing ideas and asking questions.	Coach <i>inconsistently establishes and/or maintains</i> a positive communication environment where participants are comfortable initiating discussion, sharing ideas and asking questions.	Coach <i>does not establish and/or maintain</i> a positive communication environment where participants are comfortable initiating discussion, sharing ideas and asking questions.

Sample Indicators/Look Fors	Noteworthy Comments
<ul style="list-style-type: none"> • Coach encourages educators to initiate the collective discussion by sharing perspectives on learning targets, activities, deliverables and students • Words, actions, and body language of participants indicate they feel safe participating and feel their contributions are valued. • Clear, non-judgmental language used by coach and participants indicates equal importance of participation by all persons • Coach uses paraphrasing, wait time , and/or matching and mirroring to demonstrate reflective listening. 	

Coach Name: _____

Date: _____

Score: _____

Initials: _____/_____



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Score: _____

Initials: ____/____

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Standard 2: **Building Relationships.** Coach works to establish and maintain positive relationships with and among participants.

3 – Continually	2 – Consistently	1 – Inconsistent	0 – Not Established
Coach <i>continually</i> works to establish and maintain positive relationships with and among participants.	Coach <i>consistently</i> works to establish and maintain positive relationships with and among participants.	Coach <i>inconsistently</i> works to establish and maintain positive relationships with and among participants.	Coach <i>does not work</i> to establish and maintain positive relationships with and among participants.

Sample Indicators/Look Fors	Noteworthy Comments
<ul style="list-style-type: none"> Coach and participants demonstrate trust and establish rapport with one another by being supportive of each other rather than evaluative. Coach and participants refer to each other in ways that demonstrate a sense of the equal importance of all participants. Coach builds meeting agendas or incorporates meeting protocols to encourage engagement/participation of all attendees. Interactions between coach and participants and among participants are positive; if/when tensions arise, coach works to ease tension/diffuse difficult situations. 	

Coach Name: _____

Date: _____

Score: _____

Initials: ____/____

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Score: _____

Initials: ____/____



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Standard 3: **Collaborative Discussion.** Coach encourages collective discussion using appreciative inquiry techniques.

3 – Continually	2 – Consistently	1 – Inconsistent	0 – Not Established
Coach <i>continually</i> uses positive discussion techniques to build capacity among participants.	Coach <i>consistently</i> uses positive discussion techniques to build capacity among participants.	Coach <i>inconsistently</i> uses positive discussion techniques to build capacity among participants.	Coach <i>does not use</i> positive discussion techniques to build capacity among participants.

Sample Indicators/Look Fors	Noteworthy Comments
<ul style="list-style-type: none"> • Coach begins conversations by asking the educator to reflect on the lesson. • Coach uses the process of appreciative inquiry to identify instructional strategies that are effective at fostering active student engagement. • Coach encourages participants to ask clarifying questions to gain consensus on aspects of the lesson where engagement might be increased. • Coach allows wait time for participants to reflect and generate next steps. • Coach avoids questions that imply participants have done/stated something incorrectly. • Coach avoids suggesting specific next steps or providing solutions rather s/he facilitates and guides a positive discussion. 	

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District / Site:

Date: _____
Date: _____

Score: _____
Score: _____

Initials: _____/_____
Initials: _____/_____



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Standard 4: **Guiding the Process.** Coach is aware of the SEE-KS data (self-assessment survey as well as student engagement ladder and rater rubric skills) specific to the participant(s) and employs practices that develop participants’ expertise and self-efficacy throughout process.

3 – Continually	2 – Consistently	1 – Inconsistent	0 – Not Established
Coach <i>continually</i> employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.	Coach <i>consistently</i> employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.	Coach <i>inconsistently</i> employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.	Coach <i>does not</i> employ practices that develop participants’ expertise and self-efficacy with the SEE-KS process.

Sample Indicators/Look Fors	Noteworthy Comments
<ul style="list-style-type: none"> Coach uses the SEE-KS Quick Reference Appreciative Inquiry Process to insure that coaching sessions are conducted with fidelity. Coach uses the SEE-KS Coaching form to guide collective discussions. The coach models the use of the SEE-KS Quick Reference for stage-specific instructional strategies to enable universal design for learning through the provision of multiple modes of instruction, multiple means of expression, and developmentally appropriate strategies to foster engagement. Coach uses the SEE-KS Coaching Fidelity Rubric and is actively using the data to determine effective coaching techniques. Coach is aware of SEE-KS self-assessment survey data specific to the participant(s) as well as the SEE-KS Rater Rubric data to guide the appreciative inquiry process and next steps. 	

Coach Name:
District / Site:

Date: _____
Date: _____

Score: _____
Score: _____

Initials: _____/_____
Initials: _____/_____