**The Consortium on Reaching Excellence in Education, Inc.**

**Math Coach: Effectiveness Rating**

Name of Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Please determine effectiveness by using the following scale:

No evidence (N) Limited evidence (L) Evidence(E) Solid Evidence (S)

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|  | **N** | **L** | **E** | **S** |
| **Materials** |  |  |  |
| Knows what materials to order and assists with ordering |  |  |  |  |
| Has materials ready for teachers |  |  |  |  |
| **Knowledge of Math Program** |  |  |  |
| Understands all aspects of mathematics program |  |  |  |  |
| Can effectively model effective use of program |  |  |  |  |
| Can locate all parts of the program |  |  |  |  |
| **Supports Teacher Implementation** |  |  |  |
| Models lessons accurately |  |  |  |  |
| Instructs on and models best practices for teaching math |  |  |  |  |
| Identifies strengths and areas in need of improvement in instruction |  |  |  |  |
| Observes and provides constructive and accurate feedback |  |  |  |  |
| Provides practice for teachers |  |  |  |  |
| Identifies program gaps and develops remedies |  |  |  |  |
| Provides side-by-side coaching |  |  |  |  |
| Arranges for visits to other classrooms |  |  |  |  |
| Maintains own knowledge of best practices for math instruction as well as content knowledge. |  |  |  |  |
| **Assessment and Data Use** |  |  |  |
| Trains and assists teachers to administer assessments |  |  |  |  |
| Guides staff to collect the data |  |  |  |  |
| Assists with analysis of assessment data |  |  |  |  |
| Facilitates grade-level meetings to study data |  |  |  |  |
| Leads in the planning of assistance to students and teachers |  |  |  |  |
| Assists with timely reporting and management of data  |  |  |  |  |

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| **Grade-Level Collaborations** |  |  |  |
| Facilitates and supports grade-level study sessions to review data and plan interventions |  |  |  |  |
| Facilitates grade-level sessions to practice and refine program use |  |  |  |  |
| Facilitates reviews of research and collaborative discussions |  |  |  |  |
| **Partnership with Principal** |  |  |  |
| Regularly meets with principal on status of implementation |  |  |  |  |
| Works with principal to support struggling teachers and maintain focus on math |  |  |  |  |
| Identifies teachers needing direct review by principal |  |  |  |  |
| Completes any required reports |  |  |  |  |
| **Relationships with Staff** |  |  |  |
| Is viewed as an important staff resource |  |  |  |  |
| Is viewed as a trusted colleague and leader |  |  |  |  |

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