

Literacy 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)

	N	L	E	S
Materials				
Knows what materials to order and assists with ordering				
Has materials ready for teachers				
Knowledge of Reading Program				
Understands all aspects of reading/language arts program				
Can effectively model routines				
Can locate all parts of the program				
Maintains own knowledge of reading best practices				
Supports Teacher Implementation				
Models lessons accurately				
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				
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				
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 reading				
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				