

Gradual Release Coaching Rubric



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	ABOUT THE TEACHER	1—Instructive	←Hybrid→	2—Illustrative	←Hybrid→	3—Guided Discovery	←Hybrid→	4—Self-Directed
	Perception Alignment: The extent to which the teacher's view of her instructional practice appears to align with yours	Your perception of the teacher's instruction and the teacher's perception of her instruction are opposite.		Your perception of the teacher's instruction and the teacher's perception of her instruction are somewhat aligned.		Your perception of the teacher's instruction and the teacher's perception of her instruction are mostly aligned.		Your perception of the teacher's instruction and the teacher's perception of her instruction are totally aligned.
	Reflection Skills: The extent to which the teacher can objectively analyze her instruction (based on indicators of effective instruction) and apply new insights to improve instruction	The teacher reflects minimally on her instructional practice.		The teacher understands the importance of reflecting on her practice but does not know what to consider or analyze for a productive reflection process.		The teacher routinely reflects on her instruction with an understanding of what to analyze but struggles to apply insights to improve her practice.		The teacher routinely reflects on her instruction and consistently applies insights to improve instruction.
	Resistance/Openness to Change: The teacher's attitudes toward change, learning, and/or growth	The teacher doesn't see the need for change, learning, and/or growth.		The teacher sees the need for change, learning, and/or growth but would benefit from guidance on where or how to start.		The teacher is eager to be more proactive in her own change, learning, and/or growth.		The teacher is currently proactively changing, learning, and/or growing on her own.

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	Goal-Setting Aptitude: The teacher's understanding of and skill for setting SMART instructional goals	The teacher does not set instructional goals in advance of lessons.		The teacher knows that she must set instructional goals in advance of lessons but doesn't know how to do so.		The teacher is regularly setting instructional goals in advance of lessons, but they are not always SMART goals.		The teacher is adept and habituated at setting SMART goals in advance of every lesson.
	Goal-Meeting Success: To what extent and frequency the teacher meets instructional goals	The teacher does not set instructional goals and therefore cannot gauge success meeting them.		The teacher struggles to identify the success of instruction because goals are not always set in advance and/or are not always measurable or actionable.		The teacher can usually cite data that indicates that most of her classes meet instructional goals.		The teacher can regularly cite data that shows that all (or nearly all) of her classes meet instructional goals.
If you are focusing only on one of these areas of instruction and learning, use only that indicator and disregard the other two as needed for your rubric analysis.	Rigor Aptitude: The extent to which the teacher shows an understanding of rigorous instruction and learning	The teacher cannot define rigorous instruction and learning accurately, nor can she identify any indicators of rigor.		The teacher is familiar with rigorous instruction and learning in general terms and can identify some indicators of rigor.		The teacher demonstrates an understanding of rigorous instruction and learning and can identify many indicators of rigor.		The teacher demonstrates an understanding of rigorous instruction and learning and can identify most or all indicators of rigor.
	Relevance Aptitude: The extent to which the teacher shows an understanding of relevant instruction and learning	The teacher cannot define relevance accurately, nor can she identify any indicators of rigorous instruction or learning.		The teacher is familiar with relevant instruction and learning in general terms and can identify some indicators of relevance.		The teacher demonstrates an understanding of relevant instruction and learning and can identify many indicators of relevance.		The teacher demonstrates an understanding of relevant instruction and learning and can identify most or all indicators of relevance.
	Learner-Engagement Aptitude: The extent to which the teacher shows an understanding of engaging instruction and learning	The teacher cannot define learner engagement accurately, nor can she identify any indicators of engaging instruction or learning.		The teacher is familiar with engaging instruction and learning in general terms and can identify some indicators of learner engagement.		The teacher demonstrates an understanding of engaging instruction and learning and can identify many indicators of learner engagement.		The teacher demonstrates an understanding of engaging instruction and learning and can identify most or all indicators of learner engagement.
		Instructive	Hybrid Instructive-Illustrative	Illustrative	Hybrid Illustrative-Guided Discovery	Guided Discovery	Hybrid Guided Discovery-Self Discovery	Self-Directed
		Spectrum of Gradual Release						

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