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.

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

**Sample Indicators/Look Fors**
- 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.

**Noteworthy Comments**

Coach Name: Date: __________ Score: ________ Initials: ______/________

### SEE-KS COACHING FIDELITY RUBRIC

#### Standard 2: Building Relationships

Coach works to establish and maintain positive relationships with and among participants.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – Continually</td>
<td>Coach <em>continually</em> works to establish and maintain positive relationships with and among participants.</td>
</tr>
<tr>
<td>2 – Consistently</td>
<td>Coach <em>consistently</em> works to establish and maintain positive relationships with and among participants.</td>
</tr>
<tr>
<td>1 – Inconsistent</td>
<td>Coach <em>inconsistently</em> works to establish and maintain positive relationships with and among participants.</td>
</tr>
<tr>
<td>0 – Not Established</td>
<td>Coach <em>does not work</em> to establish and maintain positive relationships with and among participants.</td>
</tr>
</tbody>
</table>

#### Sample Indicators/Look Fors

- 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.

#### Noteworthy Comments

<table>
<thead>
<tr>
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<th>Initials:</th>
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SEE-KS COACHING FIDELITY RUBRIC

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

<table>
<thead>
<tr>
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<th>1 – Inconsistent</th>
<th>0 – Not Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach <em>continually</em> uses positive discussion techniques to build capacity among participants.</td>
<td>Coach <em>consistently</em> uses positive discussion techniques to build capacity among participants.</td>
<td>Coach <em>inconsistently</em> uses positive discussion techniques to build capacity among participants.</td>
<td>Coach <em>does not use</em> positive discussion techniques to build capacity among participants.</td>
</tr>
</tbody>
</table>

**Sample Indicators/Look Fors**
- 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 than facilitating and guiding a positive discussion.

**Noteworthy Comments**

**Coach Name:**  
**District / Site:**  
**Date:** __________  
**Score:** ________  
**Initials:** ______/________

SEE-KS COACHING FIDELITY RUBRIC

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.

<table>
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<th>1 – Inconsistent</th>
<th>0 – Not Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach continually employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.</td>
<td>Coach consistently employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.</td>
<td>Coach inconsistently employs practices that develop participants’ expertise and self-efficacy with the SEE-KS process.</td>
<td>Coach does not employ practices that develop participants’ expertise and self-efficacy with the SEE-KS process.</td>
</tr>
</tbody>
</table>

Sample Indicators/Look Fors

- 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.

Noteworthy Comments

Coach Name: ____________________________  Date: ____________  Score: ________  Initials: ______/________  
District / Site: __________________________  Date: ____________  Score: ________  Initials: ______/________