



## Education Officers Competency Rubric

### Part A: Rubric

	Evidence	Beginning Mastery	Approaching Mastery	Mastery	Advanced Mastery
<b>Instructional Leadership Practices</b>	Observing EO coaching SLs (Check for reference to instructional leadership practices during coaching conversation/modelling)	The officer does demonstrate any knowledge of instructional leadership practices.	The officer demonstrates very basic instructional leadership knowledge. S/he may be knowledgeable but does not apply the knowledge.	The Officer has thorough knowledge of effective teaching practices such as classroom management, instruction, planning etc. S/he easily integrates teaching techniques in his/her coaching discussion with the school leader (SL).	The officer engages colleagues and school leaders in learning, research and sharing knowledge on effective instructional leadership practices.
<b>Relationship Building</b>	Observing EO coaching SLs (Check for tone, )	The officer does not take any effort to build trust with school leaders.	The officer is honest in interaction and shows confidentiality. Some SLs may struggle to discuss challenges with the officer.	The officer is approachable and School Leaders (SLs) value the relationship they have and frequently approach the officer for assistance.	The officer models trust and respect during interactions. S/he builds trusting professional relationships and works efficiently with all SLs.
<b>Coaching Conversation</b>	Observing EO coaching SLs	The officer may openly criticize and disapprove of SL's ideas. S/he may use judgmental	The officer interjects with questions too soon and is not able to help SLs	The officer demonstrates empathy by acknowledging and recognizing what the SL says. S/he asks	The officer uses questioning techniques appropriately to help SLs understand their values and beliefs, internal frames of reference and



		language during coaching.	understand their limiting assumptions in terms of instructional leadership.	targeted questions to lead the SL to the core issue in instructional leadership.	limiting assumptions that impact on their leadership.
<b>Reflective Practice</b>	Observing EO coaching SLs (Check for use of reflective prompts by the EO during the coaching conversation)	The officer does not create time to help the SL reflect on their practice.	The officer creates opportunities for the SL to reflect but may not guide SLs on how to interpret their own experiences during reflection.	The officer constantly creates opportunities for the SLs to reflect on their personal learning and instructional leadership practice. S/he guides the SL to interpret their own experiences during reflection.	The officer guides the SL to use their reflections to improve and deepen their instructional leadership practice.
<b>Evidence-based Feedback</b>	Observing EO coaching SLs (Check for references made on observations)	The officer focuses on only skills that the SL is missing and is either too general or ambiguous on areas that the SL needs to improve.	The officer rarely gives evidence specific feedback but instead proceeds to advise the SL on next steps. S/he relies heavily on general comments to give feedback during coaching support.	The officer refers to observation data and evidence when giving feedback to a SL. The Officer is able to identify SL strengths and reinforce them after an observation. S/he is able to site specific examples when giving feedback. Both the officer and the SL discuss ideas for next steps.	Through the officer's guidance, the SL identifies areas for improvement and is able to recommend solutions and next steps. The officer reinforces SL's suggestions focusing on specific evidence observation, conversation, or documentation.