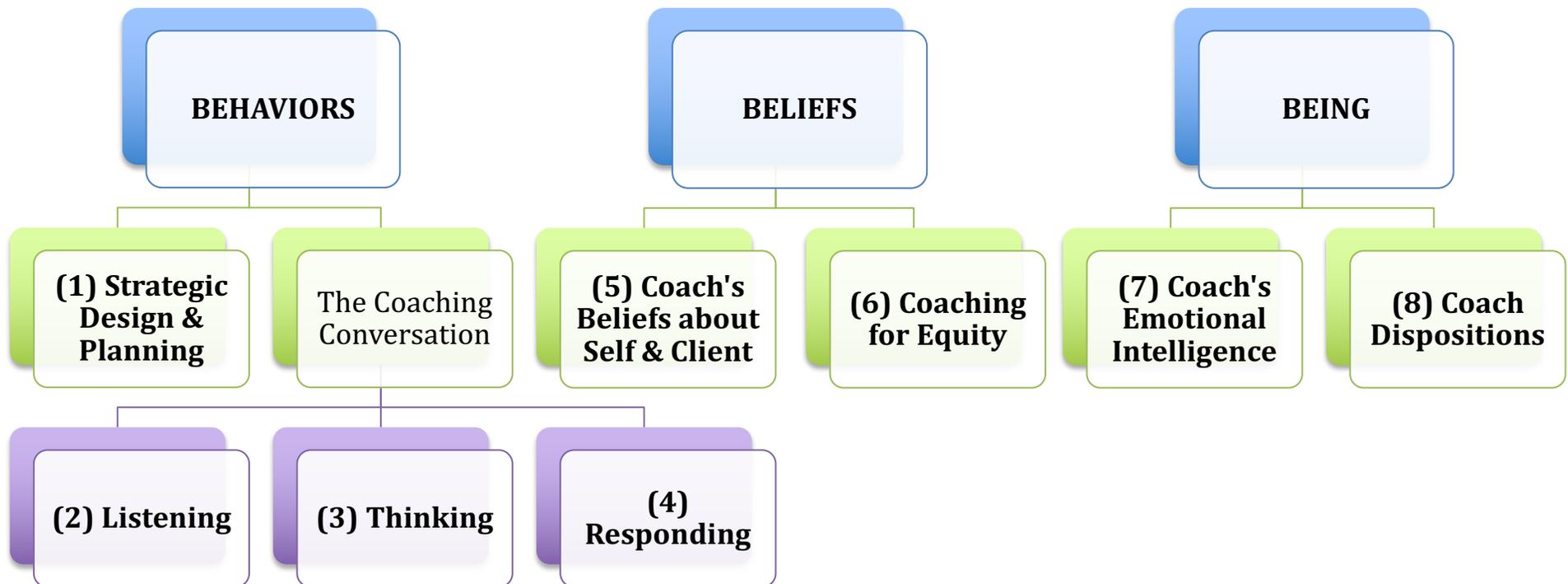Appendix C

Transformational Coaching Rubric (TCR) 2.0

The Art of Coaching (Aguilar, 2013) includes a rubric called the Transformational Coaching Rubric. Therefore, this rubric is called the TCR 2.0.

BEHAVIORS
- (1) Strategic Design & Planning
- The Coaching Conversation
  - (2) Listening
  - (3) Thinking
  - (4) Responding

BELIEFS
- (5) Coach's Beliefs about Self & Client
- (6) Coaching for Equity

BEING
- (7) Coach's Emotional Intelligence
- (8) Coach Dispositions

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Domain 1: Strategic Design and Planning

Indicator	Foundational	Intermediate	Advanced
a. Conversation Planning	May occasionally plan for a coaching conversation.	Writes up plans for coaching conversations.	Plans for coaching conversations using multiple planning tools.
b. Work Plans	May create work plans for some clients but does not engage in a rigorous goal-setting process.	Creates work plans based on SMARTE goals.	Plans conversations in support of work plans. Work plans align to school and/or district vision and larger context.
c. Zone of Proximal Development (ZPD) & Gradual Release	Understands the concept of a ZPD as it relates to coaching and its importance.	Attempts to work within client's ZPD but cannot yet articulate a plan for gradual release.	Intentionally scaffolds learning for clients and can articulate decision-making to gradually release responsibility to client.
d. Use of Data	Uses some data to inform coaching.	Uses various forms of data to inform work plan and coaching sessions. Engages client in gathering data to inform coaching.	Engages client in analyzing and responding to data (student work, surveys, test scores, and so on). Reflects on all conversations and uses reflection to inform subsequent coaching.
e. Feedback on Coaching	Invites feedback from client and welcomes survey/anonymous feedback.	Uses feedback from client to adjust coaching practice. Practices in advance of coaching sessions with prompting.	Gathers direct feedback and feels able to gather indirect feedback in a number of ways; uses feedback as a learning opportunity. Practices some coaching sessions in advance and can identify those that must be practiced.
f. Sense of Impact	Is unsure of the impact of coaching on client; questions whether coaching is doing anything.	Points to some evidence of the impact of coaching, but impact may feel haphazard and unpredictable.	Knows how to gather evidence to indicate the impact of coaching and can present a variety of data to prove positive impact.

Domain 2: Listening

Indicator	Foundational	Intermediate	Advanced
a. Active Listening	Occasionally uses active listening; feels somewhat comfortable using it.	Uses active listening during the first 10 minutes of the conversation.	Uses active listening throughout to identify high-leverage access points to deepen the conversation.
b. Use of Silence		Allows for pauses in the conversation. Speaks for less than a third of the conversation.	Holds silence comfortably.
c. Listening to Own Listening	In the moment, may be unaware that their listening is wavering; may be aware afterward.	Often notices when their listening wavers and is able to redirect self. In reflection, aware of how they listen, their mental journeys.	Listens deeply for extended periods. In refection, aware of how they listen, their mental journeys, and the impact their listening has on the client and conversation.
d. Client's Nonverbals	Pays attention to client's nonverbal cues as evidences by reflection after the conversation.	Pays attention to client's nonverbal cues as evidenced by decisions during the conversation.	
e. Coach's Nonverbals	Is aware of own nonverbal cues as well as tone of voice, pitch, pace, and volume.	Regulates own nonverbal cues as well as tone, pitch, pace, and volume.	Uses own nonverbal cues as well as tone, pitch, pace, and volume to deepen trust, facilitate learning, and strengthen the coaching process.

Domain 3: Thinking

Foundational	Intermediate	Advanced
Frameworks evident in planning, but less obvious in the conversation itself.		*Frameworks clearly evident in the conversation, and used spontaneously and adaptively.*
Mind the Gap. Approaches problems of change as problems of learning. Is grounded in a developmental approach.	**Ladder of Inference**. Used during the planning process.	**Ladder of Inference.** Used spontaneously during coaching.
Spheres of Influence	**Coaching Lenses** • Adult Learning (*awareness*) • Inquiry • Compassion • Emotional Intelligence (*awareness*)	**Coaching Lenses** • Adult Learning (*strategic use*) • Emotional Intelligence (*strategic use*). Seeks to cultivate client's emotional intelligence. • Change Management • Systems Thinking • Systemic Oppression
Strength-Based Coaching. Recognizes client's strengths and cultivates client's awareness of those.	**Strength-Based Coaching.** Uses client's strengths as a way to explore areas for growth. **Personality Types** (*awareness*)	**Personality Types** (*strategic use*)

Coach develops skill in a range of frameworks to analyze the client's practice and plan a strategic approach to meet the client's explicit goals and implicit learning needs.

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Domain 4: Responding

Indicator	Foundational	Intermediate	Advanced
a. Coach's Role vis-à-vis Client	May belief their role is to facilitate learning at some points and direct it at others.	Believes they have the greatest impact when they facilitate, rather than direct, learning.	Maintains a facilitative approach as much as possible and strategically directs client to maximize learning.
b. Varied Approaches	Uses a variety of coaching stems.	Moves between the different coaching stances.	Moves intentionally between the different coaching stances.
c. Coaching Stances	Comfortably uses supportive and cathartic stances.	Uses the cathartic, supportive, and catalytic stances.	Is comfortable and confident using the confrontational stance. Is intentional and selective about when and why to use prescriptive and informative stances.
d. Fluency in Coaching	May experience conversations as unpredictable and sometimes uncomfortable.	Articulates their thinking and rationale during a conversation that leads them in a particular coaching direction.	Identifies every decision in a coaching conversation and explains their reasoning for making that decision.
e. Facilitative Activities	Supports client to identify needs, then access resources and build relationships to address those needs.	Uses a range of facilitative activities: • Role-playing • Videotaping • Surveys • Metaphorical thinking • Visualization & guided imagery • Writing & storytelling • Positive self-talk • Visual & artistic activities	Uses a diverse repertoire of facilitative and directive coaching activities strategically and spontaneously, even when not planned in advance.

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f. Directive Activities	Plans for a limited range of coaching activities but may not successfully integrate them into the coaching conversation or does so in a very directive manner (e.g., leading the co-planning process).	Uses a range of directive activities: • Observation tools • Giving feedback • Modeling • Elbow teaching • Co-planning • Real-time coaching • Field trips • Shared reading • Looking at data	

Domain 5: Coach's Beliefs About Self and Client

Indicator	Foundational	Intermediate	Advanced
a. Coaching from Vision	Names core values and how they impact coaching work and relationships.	Has a coaching mission or vision statement that may guide their work.	Points to evidence in every conversation of being anchored in their coaching manifesto, vision, or mission statement.
b. Power of Conversation	Believes that every conversation counts.	Believes that listening is the core practice of a transformational coach.	Every conversation results in client feeling empowered and able to do something new or different.
c. Own Role in the Impact of Coaching	Believes that who they are and how they show up in a conversation matters.	Believes that their presence and way of being is the essential element in a coaching conversation.	Uses their way of being to positively impact the conversation.
d. Client's Core Values	Is aware of client's core values.	Uses awareness of client's core values to enroll client in the work and in a conversation.	
e. Fixed vs. Growth Mindset	Knows the distinction between fixed and growth mindset.	Identifies a client's fixed mindsets and has some tools for addressing them.	Is aware of client's mindsets—fixed or growth—and can facilitate the development of a growth mindset.
f. Adult Learning Principles	Believes that *all* adults can learn given the right conditions.	Identifies the presence or absence of conditions that foster adult learning. Believes that learning is sometimes messy, unpredictable, and inconsistent.	Creates the conditions that foster adult learning.
g. School Transformation	Believes that transformational change in schools is necessary.	Believes that transformational change in schools is possible.	Consistently conveys hope and possibility.

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Domain 6: Coaching for Equity

Indicator	Foundational	Intermediate	Advanced
a. Identifying and Shifting Limiting Beliefs	Notices when a client is expressing a biased belief.	Takes action to explore and shift a client's biased beliefs; some strategies are effective while others are not.	Quickly recognizes when a client is harboring a biased belief can make decisions about when & how to do so. Persistently and effectively unpacks biased beliefs across the course of a coaching relationship using a range of strategies.
b. Coach's Socio-Political Consciousness	Is aware of historical and contemporary systems of oppression. Is aware of own identity development, privilege, internalized oppression, and conscious/unconscious bias. Recognizes power dynamics at play.	Is aware of how historical systems of oppression (including white supremacy, patriarchy and capitalism) manifest in schools, classrooms, and the behaviors of educators. Has some strategies to maneuver through power dynamics. Believes that in order to interrupt inequities, they must continuously engage in their own learning about systems of oppression.	Conversations and coaching actions lead to the disruption of inequitable practices and systems. Recognizes high leverage entry points to interrupt inequities. Is aware that even with a heightened socio-political consciousness, coach may still have biases; recognizes that coaching for equity is an opportunity for continued learning.
c. Fostering Others' Socio-Political Consciousness		Guides client to increased awareness about systemic oppression, including about white supremacy, patriarchy and capitalism. Has some strategies to help client become aware of their identity development, privilege, internalized oppression, and conscious/unconscious bias.	Guides client to increased awareness about how historical systems of oppression manifest in schools, classrooms, and educators' behaviors. Guides client to interrupt the power dynamics in a classroom and school that uphold systemic oppression. Inspires clients to continuously reflect on their biases.

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		Guides client to recognize power dynamics at play in a classroom and school.	Understands the role that empathy plays in interrupting inequities and cultivates empathy in clients.
d. Cultural Competence	May struggle with coaching clients across lines of difference.	Effectively coach some clients across lines of difference.	Perceives & adapts coaching to communication styles that differ across identity markers. Demonstrates the ability to effectively coach across differences including race, ethnicity, gender, class, sexual orientation, age, and language.
e. Coaching for Systems Change	Believes their role is to interrupt systemic oppression in schools. Recognizes the power dynamics at play in an institution that uphold systems of oppression.	Has some strategies to address systems and structures that perpetuate oppression. Maintains commitment to interrupting inequities and oppressive systems and to creating schools that serve every child, every day. Recognizes the power dynamics at play in a system and has some strategies to navigate those.	Builds trusting relationships with a wide variety of educators within a system to collaborate on interrupting inequities. Uses coaching strategies to engage in productive conversations with colleagues and supervisors across the system. Navigates power dynamics in a system. Identifies high leverage entry points for change in systems, structures, and institutions.
f. Coach's Emotional Intelligence (when addressing inequities)	May be triggered by a client's beliefs. May or may not be aware of the role that systemic oppression has played in their emotional experiences as an educator.	Has some strategies to respond to the ways that inequities affect their emotions.	Effectively uses a variety of strategies to respond to own emotions while coaching for equity; use of these strategies allows coach to effectively interrupt inequities. Has conversations about equity without judging the client and with compassion for the client, while also communicating an expectation that the client can change.

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Domain 7: Coach's Emotional Intelligence

Indicator	Foundational	Intermediate	Advanced
a. Self-Awareness	Notices some emotions, particularly upon reflection. May be triggered occasionally. May feel defensive about some feedback received. May take things personally.	Is aware of a range of emotions in the moment. Is aware of triggers, understands their origins, and manages them. Generally accepting of feedback but may not know what to do with it.	Notices emotions in the moment and, upon reflection, has insight into them. Is rarely triggered. Is grateful for any and all feedback from clients; doesn't need feedback in order to feel affirmed.
b. Self-Management	Has some strategies to manage their own emotions when coaching is challenging. Sets intentions before coaching sessions.	Manages their own emotions. Apologizes and takes responsibility for how they show up with a client.	Often appears calm and grounded. Sets intentions before coaching and reflects on them afterward. Feels confident and able to coach anyone; finds great joy and satisfaction in coaching.
c. Social Awareness	Is aware of how their emotions impact clients.	Accesses positive emotions in themselves to positively impact clients.	Identifies coaching moves that create a safe learning environment for clients. Has empathy for clients.
d. Relationship Management	Has some strategies for building trust, but doesn't consistently build trust. Trust-building is not intentional and is contingent upon relationship dynamics, personalities, and conditions.	Intentionally builds trust with most clients. Rebuilds trust when it is broken or weak.	Readily and easily builds trust with almost any client. Feels confident and able to coach anyone; finds great joy and satisfaction in coaching. Recognizes when client needs to release emotions in order to fully engage and has strategies to confidently facilitate that release.

e. Cultivating Emotional Resilience	Understands what emotional resilience is and why it's important to intentionally cultivate it in educators.	Has strategies to cultivate emotional resilience in others; uses these strategies when a client is struggling.	Finds opportunities in every conversation to cultivate resilience.

Domain 8: Coach's Dispositions

Indicator	Foundational	Intermediate	Advanced
a. Compassion	Has compassion for those they find easy to relate to.	Has compassion for all within their immediate circle.	Demonstrates unwavering compassion and positive regard for all.
b. Curiosity	Is genuinely curious.	Is firmly grounded in an inquiry stance and is constantly curious.	Is insatiably curious about others, what is possible, and one's self. Is hopeful about what is possible.
c. Trust in the Coaching Process	Often feels impatient. Questions whether coaching can actually have an impact on someone.	Manages impatience. Recognizes the many factors that play a role in transformation.	Remembers that there may be times when we don't see evidence of change in a conversation, but that doesn't mean that change won't happen. Is open to possibility and refrains from acting on urgency in an unproductive way. Understands that we might lay seeds of transformation that sprout in another season.
d. Humility & Mutuality	May feel they can only be effective with certain people.	Feels moderately effective with most people and may have preferences.	Is aware of and appreciates the reciprocal nature of learning and the potential for their own improvement through the process.

e. Learner Orientation	Continues to build knowledge of the disciplines in which they work (literacy, math, leadership, classroom culture, school transformation, etc.). Seeks out professional learning opportunities and consultations; stays informed about research on best practices.	Solicits feedback, both formal and informal, and takes action based on feedback. Collaborates effectively with colleagues to support their professional growth.	Consistently reflects on their own learning and development and actively seeks out ways to develop and augment skill, knowledge, and/or capacity. Identifies professional areas of strength and growth; feels inspired and energized to continue developing.
f. Courage	Finds moments when they can speak and act with courage.	Feels more often able to speak and act with courage; navigates some of the fear related to accessing courage.	Feels consistently anchored in their own courage and connected to the courage of others; frequently takes risks in what they say and do.