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| Educator Name: | | | Click here to enter text. | | | | | | | School Year: | Click here to enter text. | | | |
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| **Domain 1: Planning and Preparation** | | | | | | | | | | | | | | |
| Components: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development – Demonstrating Knowledge of the School’s/District’s Program and Levels of Teacher Skill in Delivering that Program – Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served – Demonstrating Knowledge of Resources, Both Within and Beyond the School and District – Planning the Instructional Support Program, Integrated with the Overall School/District Program – Developing a Plan to Evaluate the Instructional Support Program | | | | | | | | | | | | | | |
| **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | | |
| Specialist’s plans reflect little understanding of the trends, strategies, and available resources related to their program. Goals and activities are not in alignment with school and district plans, or are either lacking or inappropriate; assessment methodologies are inadequate. | | | | Specialist’s plans reflect moderate understanding of the trends, strategies, and available resources related to their program. Some goals, activities, assessment of impact, and outcomes represent partial alignment with school and district plans. | | | Specialist’s plans reflect solid understanding of the trends, strategies, and available resources related to their program. Goals, activities, assessment of impact, and outcomes represent alignment with school and district plans. Most practices, including scheduling, activities, and the assessment of impact, are aligned to the goals of the teacher, school, or district. | | | | | Specialist’s plans are based on extensive understanding of the trends, strategies, and available resources related to their program, and are designed to engage teachers in significant learning. All aspects of the specialists’ plans – goals, activities, assessment of impact, and outcomes – are in complete alignment and are adapted as needed for individual teachers and schools. | | |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 2: The Environment** | | | | | | | | | | | | | | |
| Components: Creating an Environment of Trust and Respect – Establishing a Culture for Ongoing Instructional Improvement – Establishing Clear Procedures for Teachers to Gain Access to Instructional Support – Establishing and Maintaining Norms of Behavior for Professional Interactions – Organizing Physical Space for Workshops or Training | | | | | | | | | | | | | | |
| **COMPONENT** | **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | |
| **Creating an Environment of Trust and Respect** | Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency. | | | | Relationships with the instructional specialist are cordial; teachers don’t resist initiatives established by the instructional specialist. | | | Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. | | | | | Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. | |
| **Establishing a Culture for Ongoing Instructional Improvement** | Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement | | | | Teachers do not resist offerings of support from the instructional specialist. | | | Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. | | | | | Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. | |
| **Establishing Clear Procedures for Teachers to Gain Access to Instructional Support** | When teachers want to access assistance from the instructional specialist, they are not sure how to go about it. | | | | Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. | | | Instructional specialist has established clear procedures for teachers to use in gaining access to support. | | | | | Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. | |
| **Establishing and Maintaining Norms of Behavior for Professional Interactions** | No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. | | | | Instructional specialist’s efforts to establish norms of professional conduct are partially successful. | | | Instructional specialist has established clear norms of mutual respect for professional interaction. | | | | | Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. | |
| **Organizing Physical Space for Workshops or Training** | Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. | | | | The physical environment does not impede workshop activities. | | | Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | | | | | Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. | |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 3: Delivery of service** | | | | | | | | | | | | | | |
| Components: Collaborating with Teachers in the Design of Instructional Units and Lessons – Engaging Teachers in Learning New Instructional Skills – Sharing Expertise with Staff – Locating Resources for Teachers to Support Instructional Improvement – Demonstrating Flexibility and Responsiveness | | | | | | | | | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** |
| **Collaborating with Teachers in the Design of Instructional Units and Lessons** | | Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | | | | Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | | | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | | | | | Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **Engaging Teachers in Learning New Instructional Skills** | | Teachers decline opportunities to engage in professional learning | | | | Instructional specialist’s efforts to engage teachers in professional learning are partially successful, with some participating. | | | All teachers are engaged in acquiring new instructional skills. | | | | | Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. |
| **Sharing Expertise with Staff** | | Instructional specialist’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. | | | | The quality of the instructional specialist’s model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. | | | The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. | | | | | The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. |
| **Locating Resources for Teachers to Support Instructional Improvement** | | Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | | | | Instructional specialist’s efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | | | Instructional specialist locates resources for instructional improvement for teachers when asked to do so. | | | | | Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |
| **Demonstrating Flexibility and Responsiveness** | | Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy. | | | | Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. | | | Instructional specialist makes revisions to the support program when it is needed. | | | | | Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |
| Evidence: | | | | | | | | | | | | | | |
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| **Domain 4: Professional responsibilities** | | | | | | | | | | | | | | |
| Components: Reflecting on Practice – Preparing and Submitting Budgets and Reports – Coordinating Work with Other Instructional Specialists – Participating in a Professional Community – Engaging in Professional Development – Showing Professionalism, Including Integrity and Confidentiality | | | | | | | | | | | | | | |
| **UNSATISFACTORY** | | | | **BASIC** | | | **PROFICIENT** | | | | | **EXEMPLARY** | | |
| Specialist does not reflect on practice, coordinate with other specialists, or participate in a professional community, or such activities are self-serving. Norms of confidentiality are violated, participation in professional development does not occur, or established procedures for preparing budgets and submitting reports are not followed or are routinely late. | | | | Specialist’s reflections are moderately accurate, and specialist responds positively to efforts of other district specialists to collaborate. Participation in professional development or a professional community only occurs when convenient or required. Specialist is honest in interactions and respects norms of confidentiality. | | | Specialist’s reflections provide an accurate and objective description of practice, contain evidence, and include specific ideas as to how the support program might be improved. Specialist initiates efforts to collaborate with other specialists, and actively participates in district events and projects with colleagues. Professional development is based on individual assessment of need. Specialist’s reports and budgets are complete, accurate, and timely, and specialist displays high standards of honesty and integrity. | | | | | Specialist’s reflections are highly accurate and perceptive, and are supported by evidence. Alternative strategies are offered for improvement, with a prediction of the likely consequences. Specialist takes a leadership role in coordinating projects and makes a substantial contribution to department, school, or district events. Professional development is actively pursued to support the specialist’s ability to contribute to the district and profession. Reports and budgets are prepared with the needs of others in mind, and the specialist demonstrates the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality. | | |
| Evidence: | | | | | | | | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |