

Instructional Specialists

Domain I for Instructional Specialist: Planning and Preparation

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 1: Demonstrates knowledge of current trends in specialty area and professional development	Specialist demonstrates little or no familiarity with specialty area and professional development.	Specialist demonstrates basic familiarity with specialty area and trends in professional development.	Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Standard 2: Demonstrates knowledge of the school's program and levels of teacher skill in delivering that program	Specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Standard 3: Establishes goals for the instructional support program appropriate to the setting and the teachers served	Specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Standard 4: Demonstrates knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Standard 5: Plans the instructional support program, integrated with the overall school program	Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
Standard 6: Develops a plan to evaluate the instructional support program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the instructional support program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain II for Instructional Specialist: The Environment

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 7: Creates an environment of trust and respect	Teachers are reluctant to request assistance from the specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the specialist are respectful with some contacts initiated by teachers.	Relationships with the specialist are highly respectful and trusting, with many contacts initiated by teachers.
Standard 8: Establishes a culture for ongoing instructional improvement	Specialist conveys the sense that the work of improving instruction is not important to school improvement.	Teachers do not resist the offerings of support from the specialist.	Specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Standard 9: Establishes clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the 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.	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.
Standard 10: Establishes and maintains norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Specialist's efforts to establish norms of professional conduct are partially successful.	Specialist has established clear norms of mutual respect for professional interaction.	Specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
Standard 11: Organizes physical space for workshops or trainings	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.	Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain III for Instructional Specialist: Delivery of Service

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 12: Collaborates with teachers in the design of instructional units and lessons	Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Standard 13: Engages teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	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.
Standard 14: Shares expertise with staff	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 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 specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The specialist conducts extensive follow-up work with teachers.
Standard 15: Locates resources for teachers to support instructional improvement	Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Specialist locates resources for instructional improvement for teachers when asked to do so.	Specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Standard 16: Demonstrates flexibility and responsiveness	Specialist adheres to the plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the support program when confronted with evidence of the need for change.	Specialist makes revisions to the support program when it is needed.	Specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain IV for Instructional Specialist: Professional Responsibilities

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 17: Reflects on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific, positive and negative characteristics. Specialist makes some specific suggestions as to how the support program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
Standard 18: Coordinates work with other specialist	Specialist makes no effort to collaborate with other specialists within the district.	Specialist responds positively to the efforts of other specialists within the district to collaborate.	Specialist initiates efforts to collaborate with other specialists within the district.	Specialist takes a leadership role in coordinating projects with other specialists within and beyond the district.
Standard 19: Participates in a professional community	Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Standard 20: Engages in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.
Standard 21: Shows professionalism, including integrity and confidentiality	Specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Specialist is honest in interactions with colleagues and respects norms of confidentiality.	Specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.