

GBSD Instructional Specialists Evaluation Rubric

Domain I for Instructional Specialists: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and or trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as a credible resource by colleagues.
1b: Demonstrating knowledge of the school's improvement plan and/or program goals, as well as levels of teacher skill in delivery	Instructional specialist demonstrates little or no knowledge of the school's plan and/or program goals, or of the teachers' level of skill in implementing that plan.	Instructional specialist demonstrates basic knowledge of the school's plan and/or program goals, as well as of the teachers' level of skill in implementing that plan.	Instructional specialist demonstrates thorough knowledge of the school's plan and/or program goals, as well as the teachers' skill in implementing that plan.	Instructional specialist is deeply familiar with the school's plan and/or program goals, and works to shape its future direction, and actively seeks information as to the teachers' level of skill in implementing the plan.
1c: Establishing goals for the instructional support plan appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support plan, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support plan are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support plan are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support plan are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Domain I for Instructional Specialists: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
1d: Demonstrating knowledge of resources, both within and beyond the district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills and strategies.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills and strategies.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills and strategies.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills and strategies in implementing the schools' plan.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's support plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's support plan includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's support plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's support plan is highly coherent, and intentionally aligns with the broader goals of the school and district. The plan has been developed in collaboration with administrators and teachers.
1f: Developing a plan to evaluate instructional supports	Instructional specialist has no plan to evaluate the effects of their support or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the effects of their support.	Instructional specialist 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.	Instructional specialist 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 Specialists: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
2a: 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.	Teacher requests for assistance from the instructional specialist may be inconsistent. Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by the teachers.	Relationships with the instructional specialist are highly respectful and trusting with many contacts initiated by the teachers.
2b: 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.	Instructional specialist is establishing a culture of professional inquiry.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist promotes a culture of professional inquiry in which teachers initiate new learning connected to school improvement goals.
2c: Establishing clear procedures for teachers to gain access to instructional support	Instructional specialist has not established clear procedures for teachers to access assistance.	Some procedures for accessing assistance are clear to teachers, whereas others 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.

Domain II for Instructional Specialists: The Environment, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
2d: 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 interactions.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops and 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.

Domain III for Instructional Specialists: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
3a: Collaborating with teachers in the design of instructional lessons or the development and implementation of interventions	Instructional specialist declines to collaborate with teachers in the design of instructional lessons and units or the development and implementation of interventions.	Instructional specialist collaborates with teachers in the design of instructional lessons and units or the development and implementation of interventions when specifically asked to do so.	Instructional specialist recognizes and/or creates opportunities for collaboration with teachers in the design of instructional lessons and units or the development and implementation of interventions.	Instructional specialist initiates collaboration with teachers in the design of instructional lessons and units or the development and implementation of interventions, locating additional resources from sources outside of the school.
3b: Engaging teachers in learning new instructional skills	Instructional specialist struggles to engage teachers in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	Instructional specialist's efforts to engage teachers in professional learning are successful, with many participating.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of 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. There is a gradual release of responsibility in the modeling.	The quality of the Instructional specialist's model lesson and workshops is uniformly high and appropriate to the needs of the teachers being served. There is a gradual release of responsibility in the modeling. The Instructional specialist conducts extensive follow-up work with teachers.
3d: 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.
3e: 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 plan when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support plan, when it is needed, in response to data.	Instructional specialist is continually seeking ways to improve the support plan and makes changes as needed in response to data.

Domain IV for Instructional Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional 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.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific adjustments based on his/her reflections.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely outcomes of each.
4b: Collaborating with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4c: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district initiatives and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district initiatives and projects when specifically requested.	Instructional specialist participates actively in school and district initiatives and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district initiatives and projects and assumes a leadership role with colleagues.

Domain IV for Instructional Specialists: Professional Responsibilities, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
4d: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are needed.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through a multitude of learning activities.
4e: Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional 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.
4f: Preparing and maintaining accurate records and reports	<p>The instructional specialist's records and reports are in disarray; they may be inaccurate, missing, illegible, or stored in a non-secure location as appropriate.</p> <p>Records and reports are not in compliance with requirements.</p> <p>Records and reports are frequently submitted after the due date.</p>	<p>The instructional specialist's reports and records are complete, accurate, legible, well organized and stored in a secure location as appropriate.</p> <p>Records and reports are usually in compliance with requirements.</p> <p>Records and reports are usually submitted on time.</p>	<p>The instructional specialist's records and reports are complete, accurate, legible, well organized and stored in a secure location as appropriate.</p> <p>Records and reports are in compliance with requirements.</p> <p>Records and reports are consistently submitted on time.</p>	<p>The instructional specialist's records and reports are complete, accurate, legible, well organized, highly comprehensible, and stored in a secure location as appropriate.</p> <p>Records and reports are in compliance with requirements.</p> <p>Records and reports are consistently submitted on time.</p>