

Domain 1: Instructional Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of current trends in specialty area and professional development	<p>Instructional specialist demonstrates little or not familiarity with specialty area or trends in professional development.</p> <p>Instructional specialist is unaware of the educational impact of race and culture and does not attempt to adapt curriculum and professional development to reflect racial and cultural diversity.</p>	<p>Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development including awareness of the educational impact of race and culture.</p> <p>Instructional specialist attempts to adapt curriculum and professional development to reflect racial and cultural diversity.</p>	<p>Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development including recognition of the educational impact of race and culture and sufficiently adapts curriculum and professional development to reflect racial and cultural diversity.</p>	<p>Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep and includes recognition of the educational impact of race and culture; specialist is regarded as an expert by colleagues.</p> <p>Instructional specialist sufficiently adapts curriculum and professional development to reflect racial and cultural diversity.</p>
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	<p>Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program to students from diverse backgrounds and experiences, including individual race, culture, linguistic and instructional learning needs.</p>	<p>Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program to students from diverse backgrounds and experiences, including individual race, culture, linguistic and instructional learning needs.</p>	<p>Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program to students from diverse backgrounds and experiences, including individual race, culture, linguistic and instructional learning needs.</p>	<p>Instructional 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 delivering that program to students from diverse backgrounds and experiences, including individual race, culture, linguistic and instructional learning needs.</p>
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	<p>Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.</p>	<p>Instructional specialist's goals for the instructional support program are rudimentary and are partially appropriate for the situation and the needs of the staff.</p>	<p>Instructional specialist's goals for the instructional support program are clear and are appropriate for the situation and are responsive to the varying needs of the staff.</p>	<p>Instructional specialist's goals for the instructional support program are highly appropriate for the situation and are responsive to the varying needs of the staff. They have been developed following consultations with administrators and colleagues.</p>

Domain 1: Instructional Specialists: PLANNING AND PREPARATION (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills that appropriately reflect the ethnic and racial identity of students.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills that appropriately reflect the ethnic and racial identity of students.	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 that appropriately reflect the ethnic and racial identity of students.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills that appropriately reflect the ethnic and racial identity of students.
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. Learning activities do not appropriately reflect ethnic and racial diversity.	Instructional 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. Learning activities may not appropriately reflect ethnic and racial diversity.	Instructional specialist's plan is well designed to support teachers in the improvements of their instructional skills. Learning activities appropriately reflect ethnic and racial diversity.	Instructional 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. Learning activities appropriately reflect ethnic and racial diversity.
1f: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support 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.	Instructional 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 2: Instructional Specialists: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
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. Instructional specialist does not attempt to model interactions that are appropriate to the age and cultures of students.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist. Instructional specialist attempts to model interactions that are appropriate to the age and cultures of students are partially successful.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. Instructional specialist models interactions that are appropriate to the age and cultures of students.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. Instructional specialist models interactions that are appropriate to the age and cultures of students.
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instructional practice, including around culturally relevant and responsive practices, is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist including around culturally relevant and responsive practices.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills including around culturally relevant and responsive practices.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist including around culturally relevant and responsive practices.
2c: 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 for 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.
2d: Establishing and maintain 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 that incorporate the various communication styles of teachers from various racial or ethnic groups.	Instructional specialist has established clear norms of mutual respect for professional interactions that incorporate the various communication styles of teachers from various racial or ethnic groups. Teachers ensure that their colleagues adhere to these standards of conduct.

2e: 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 equitable 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.
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Domain 3: Instructional Specialists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: 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 that reflect students' backgrounds, races, cultures, ages, languages, and learning needs.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units that reflect students' backgrounds, races, cultures, ages, languages, and learning needs when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units that reflect students' backgrounds, races, cultures, ages, languages, and learning needs.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units that reflect students' backgrounds, races, cultures, ages, languages, and learning needs, locating additional resources from sources outside the school.
3b: 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 that authentically address students' learning needs based on their backgrounds, races, cultures, ages, languages, communication modes, and functional levels.	Teachers are highly engaged in acquiring new instructional skills that authentically address students' learning needs based on their backgrounds, races, cultures, ages, languages, communication modes, and functional levels 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 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.
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 located 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 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.
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Domain 4: Instructional Specialists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving. Reflection does not include elements of culturally responsive teaching practices.	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. Reflection may include elements of culturally responsive teaching practices.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved including elements of culturally responsive teaching practices, providing concrete and specific examples of challenges and successes.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples including elements of culturally responsive teaching practices. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting report. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work 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 regularly and consistently initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist regularly and consistently takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

Domain 4: Instructional Specialists: PROFESSIONAL RESPONSIBILITIES (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: 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 events and projects. Instructional specialist does not support teachers nor collaborate regularly to analyze student group performance in order to eliminate disparities.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. Instructional specialist makes modest and partially effective attempts to support teachers and collaborate to analyze student group performance in order to eliminate disparities.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Instructional specialist supports teachers and collaborates regularly to analyze student group performance in order to eliminate disparities.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Instructional specialist supports teachers and collaborates regularly to analyze student group performance in order to eliminate disparities.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	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 and pursues and provides culturally responsive training and professional development to improve instructional practice.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Demonstrating professionalism, including integrity and confidentiality	Instructional specialist displays dishonest 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 respect norms of confidentiality and advocates to ensure that all students receive equitable access to the educational program.	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. Instructional specialist advocates to ensure that all students receive equitable access to the educational program.