

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>
1e: Planning the instructional support program, integrated with the overall school program	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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. <i>Instructional specialist does not attempt to model interactions that are appropriate to the age and cultures of students.</i>	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist. <i>Instructional specialist attempts to model interactions that are appropriate to the age and cultures of students are partially successful.</i>	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers. <i>Instructional specialist models interactions that are appropriate to the age and cultures of students.</i>	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. <i>Instructional specialist models interactions that are appropriate to the age and cultures of students.</i>
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.

Domain 3: Instructional Specialists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
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.

Domain 4: Instructional Specialists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
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.
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.