



SAD 55 TEPG Rubric for Instructional Specialists



Domain 1. Planning and Preparation

- **Standard Indicator 1a.** Demonstrating knowledge of current trends in speciality area and professional development
- **Standard Indicator 1b.** Establishing goals for the instructional support program appropriate to the setting and the teachers served
- **Standard Indicator 1c.** Demonstrating knowledge of resources, both within and beyond the school and district

Domain 2. The Environment

- **Standard Indicator 2a.** Establishing a culture of ongoing instructional improvement
- **Standard Indicator 2b.** Establishing clear procedures for teachers to gain access to instructional support

Domain 3. Delivery of Service

- **Standard Indicator 3a.** Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units
- **Standard Indicator 3b.** Engaging teachers in learning new instructional skills
- **Standard Indicator 3c.** Sharing expertise with staff
- **Standard Indicator 3d.** Locating resources for teachers to support instructional improvement

Core Proposition 4. Teachers think systematically about their practice and learn from experience.

- **Standard Indicator 4.1. Reflective Practice.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.
- **Standard Indicator 4.2. Continuous Professional Growth.** The teacher uses research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities.

- **Standard Indicator 5.1. Professional Collaboration.** The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.
- **Standard Indicator 5.2. Engagement With Caregivers and Community.** The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Danielson Domain 1: Planning and Preparation

Standard Indicator 1a. Demonstrating knowledge of current trends in specialty area and professional development

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.</i>	<i>Instructional specialist demonstrates basic familiarity with specialty area or trends in professional development.</i>	<i>Instructional specialist demonstrates thorough knowledge of specialty area or trends in professional development.</i>	<i>Instructional specialist's knowledge of specialty area or trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.</i>

Standard Indicator 1b. Establishing goals for the instructional support program appropriate to the setting and the teachers served

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>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.</i>	<i>Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.</i>	<i>Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.</i>	<i>Instructional 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.</i>

Standard Indicator 1c. Demonstrating knowledge of resources, both within and beyond the school and district

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.</i>	<i>Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.</i>	<i>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.</i>	<i>Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.</i>

Danielson Domain 2: The Environment

Standard Indicator 2a. Establishing a culture for ongoing instructional improvement

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.</i>	<i>Teachers do not resist the offerings of support from the instructional specialist.</i>	<i>Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.</i>	<i>Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.</i>

Standard Indicator 2b. Establishing clear procedures for teachers to gain access to instructional support

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.</i>	<i>Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.</i>	<i>Instructional specialist has established clear procedures for teachers to use in gaining access to support.</i>	<i>Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administration and teachers.</i>

Danielson Domain 3: Delivery of Service

Standard Indicator 3a. Collaborating with teachers in the design of instructional units and lessons

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist declines to collaborate with classroom teachers in the design of instructional lesson and units.</i>	<i>Instructional specialist collaborates with classroom teachers in the design of instructional lesson and units when specifically asked to do so.</i>	<i>Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</i>	<i>Instructional specialist initiates collaboration with classroom teachers in the design of instructional lesson and units, locating additional resources from sources outside the school.</i>

Standard Indicator 3b. Engaging teachers in learning new instructional skills

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Teachers decline opportunities to engage in professional learning.</i>	<i>Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.</i>	<i>Teachers are engaged in acquiring new instructional skills.</i>	<i>Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.</i>

Standard Indicator 3c. Sharing expertise with staff

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.</i>	<i>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.</i>	<i>The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.</i>	<i>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.</i>

Standard Indicator 3d. Locating resources for teachers to support instructional improvement

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.</i>	<i>Instructional specialist's efforts to locate resources for instructional improvement are partially successful, reflecting incomplete knowledge of what is available.</i>	<i>Instructional specialist locates resources for instructional improvement for teachers when asked to do so.</i>	<i>Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.</i>

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice

The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher creates professional goals without analyzing evidence or develops standalone goals.</i></p> <p>OR</p> <p><i>Teacher does not set a goal.</i></p>	<p><i>Teacher uses little data to set goals and periodically reflect on practice.</i></p>	<p><i>Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>	<p><i>Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>

Standard Indicator 4.2. Continuous Professional Growth

The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not refer to current research-based resources or use feedback from others to inform professional growth.</i></p> <p><i>Teacher does not actively participate in professional learning opportunities.</i></p>	<p><i>Teacher uses some available research-based resources or feedback when provided but does not seek out such resources on his or her own.</i></p> <p><i>Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.</i></p>	<p><i>Teacher seeks out and accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>	<p><i>Teacher seeks out and accesses relevant research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration

Teacher contributes to school effectiveness by collaborating with other professionals on activities that contribute to school improvement and student learning

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Teacher does not actively participate in collaborative activities.</i>	<i>When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.</i>	<i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i>	<i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i> <i>Teacher assumes proactive and creative leadership roles within and outside his or her learning community.</i>

Standard Indicator 5.2. Engagement With Caregivers and Community

Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Teacher does not communicate with students' caregivers.</i> <i>Teacher does not identify or utilize community resources.</i>	<i>Teacher uses one-way communication to inform caregivers of students' progress.</i> <i>Teacher utilizes community resources, when provided, to enhance student learning and well-being.</i>	<i>Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i> <i>Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.</i>	<i>Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i> <i>Teacher seeks out additional modes of communication in an attempt to engage all caregivers.</i> <i>Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population.</i> <i>Teacher advocates in the school and community to meet the needs of learners and their families.</i>