

Instructional Specialist

Name:

Date:

Domain 1: Planning and Preparation-Instructional Specialist

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Needs Improvement</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Excellent</b>
1.1 <i>Demonstrates knowledge of current trends in specialty area and professional development</i>	<input type="checkbox"/> <b>Unsatisfactory</b> Demonstrates little or no knowledge of specialty area and trends in professional development.	<input type="checkbox"/> <b>Needs Improvement</b> Demonstrates basic knowledge of specialty area and trends in professional development.	<input type="checkbox"/> <b>Proficient</b> Demonstrates sufficient knowledge of specialty area and trends in professional development.	<input type="checkbox"/> <b>Excellent</b> Demonstrates extensive knowledge of specialty area and trends in professional development. Specialist is regarded as an expert.
1.2 <i>Plans and prepares lessons that meet the educational needs of students</i>	<input type="checkbox"/> <b>Unsatisfactory</b> Plans and prepares lessons which are inappropriate for the educational needs of the children being served. Assistance is not provided to others.	<input type="checkbox"/> <b>Needs Improvement</b> Plans and prepares lessons which are inconsistent with meeting the educational needs of the children being served. Limited evidence of assisting others is noted.	<input type="checkbox"/> <b>Proficient</b> Plans and prepares lessons to meet the educational needs of the children being served. Assists others in completing this process.	<input type="checkbox"/> <b>Excellent</b> Plans and prepares lessons which meet the educational needs of the children being served with evidence of revision of planning for instruction according to the data. Assists others in completing this process.
1.3 <i>Demonstrates knowledge of the school's program (curriculum)</i>	<input type="checkbox"/> <b>Unsatisfactory</b> Planning is not aligned with state and district standards. Assistance is not provided to others.	<input type="checkbox"/> <b>Needs Improvement</b> Planning does not consistently align with state and district standards and gives little consideration of pacing guides, assessments, and consultation with teachers. Limited evidence of assisting others is noted.	<input type="checkbox"/> <b>Proficient</b> Planning aligns with state and district standards and reflects consideration of pacing guides, assessments and consultation with teachers. Assists others in completing this process.	<input type="checkbox"/> <b>Excellent</b> Planning aligns with state and district standards and reflects consideration of pacing guides, assessments and consultation with teachers and assumes a leadership role in planning. Assists others in completing this process.
1.4 <i>Demonstrates knowledge of resources</i>	<input type="checkbox"/> <b>Unsatisfactory</b> Does not adhere to district curriculum as a basis for planning.	<input type="checkbox"/> <b>Needs Improvement</b> Uses district curriculum as a basis for planning.	<input type="checkbox"/> <b>Proficient</b> Uses district curriculum as a basis for planning and seeks out additional resources for groups of students. Coaches and collaborates with teams, using district curriculum as a basis for planning to positively impact learning. Integrates technologies when appropriate to enhance student understanding.	<input type="checkbox"/> <b>Excellent</b> Seeks out additional resources beyond district curriculum and technologies to positively impact learning for individual students. Shares found knowledge and builds capacity of others to use all resources.

Comments:

Domain 2: Classroom Environment -Instructional Specialist

2.1

*Creates an environment of trust and respect*

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Environment is not positive, respectful and trusting.	Teachers and students are reluctant to request assistance.	Establishes a positive, respectful and trusting environment that is conducive to learning for all.	Establishes a welcoming environment and is sought out by students, parents, and staff, reflecting a high degree of comfort, trust, and respect.

2.2

*Establishes a culture for learning*

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Has not established standard expectations for learning.	Standards and expectations are unclear and inconsistently implemented.	Establishes clear standards and expectations for students in the areas of conduct, content, and the ability to assist others in achieving success. Consistently monitors and intervenes as appropriate.	Establishes clear standards and expectations for students in the areas of conduct, content and the ability to assist others in achieving success. Consistently monitors and intervenes as appropriate. Empowers students to engage in the learning process.

2.3

*Manages routines and procedures*

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
Established routines do not appear to be in place. Significant instructional time is lost.	Some routines are in place that are inconsistently implemented and result in the loss of instructional time.	Routines are in place to minimize loss of instructional time and are clearly communicated to staff and students.	Routines provide smooth transitions that effectively minimize loss of instructional time and are clearly communicated to staff and students and developed in consultation with others.

Comments:

Domain 3: Instruction / Delivery of Service-Instructional Specialist

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent
3.1 <i>Communicates clearly and accurately</i>	<input type="checkbox"/> Unsatisfactory Directions and procedures result in student confusion.	<input type="checkbox"/> Needs Improvement Directions and procedures require clarification after initial student confusion.	<input type="checkbox"/> Proficient Directions and procedures, both spoken and written, are clear, correct, and specific.	<input type="checkbox"/> Excellent Directions and procedures, both spoken and written, are clear, correct, and specific, and anticipate possible student misunderstanding. Consistent use of content-related vocabulary is evident.
3.2 <i>Demonstrates flexibility and responsiveness in service delivery</i>	<input type="checkbox"/> Unsatisfactory Does not make instructional changes to the existing plan, or address an area of concern, even when there is evidence of inadequacy.	<input type="checkbox"/> Needs Improvement Makes instructional changes only when made aware of evidence for the need for change. Collects data, but does not use it in formative ways.	<input type="checkbox"/> Proficient Is responsive and flexible to ongoing educational needs and uses data and/or teacher input to make instructional changes as needed.	<input type="checkbox"/> Excellent Is responsive and flexible to ongoing educational needs and uses data and/or teacher input to make instructional changes as needed and is continually seeking ways to improve or modify established programs in response to input from others.
3.3 <i>Engages students in their learning</i>	<input type="checkbox"/> Unsatisfactory Activities, assignments, and/or student groupings are inappropriate for students' age, background, and needs.	<input type="checkbox"/> Needs Improvement Activities, assignments, and/or student groupings provide opportunities for engagement of some students.	<input type="checkbox"/> Proficient Activities, assignments, and/or student groupings provide opportunities for engagement of all students.	<input type="checkbox"/> Excellent Activities, assignments, and/or student groupings are used to enhance engagement in learning. Content is linked to students' prior knowledge and experience, making it relevant and engaging.
3.4 <i>Assesses needs of target audience</i>	<input type="checkbox"/> Unsatisfactory Assessments (formal or informal) are incomplete or are used inappropriately.	<input type="checkbox"/> Needs Improvement Assessments (formal or informal) are used inconsistently and not for instructional purposes.	<input type="checkbox"/> Proficient Assessments (formal or informal) are accurate and thorough. Actively participates and collaborates to assess the needs of students.	<input type="checkbox"/> Excellent Assessments (formal or informal) are accurate and thorough. Actively participates and collaborates to assess the needs of students, providing additional insight, expertise, and resources from their specialty area.

Comments:

Domain 4: Professional Responsibilities-Instructional Specialist

4.1	<input type="checkbox"/> <b>Unsatisfactory</b> <i>Reflects on practice</i> Does not reflect on practice or reflections are inaccurate or self-serving.	<input type="checkbox"/> <b>Needs Improvement</b> Reflection is evident but not focused on enhancing student learning. Suggestions for improvement do not identify the strategies and behaviors that are most useful for continued development.	<input type="checkbox"/> <b>Proficient</b> Reflection is evident regarding strategies, behaviors, and lesson effectiveness in terms of enhancing student achievement. Reflection identifies general suggestions for improvement of practice.	<input type="checkbox"/> <b>Excellent</b> Reflection is evident regarding specific strategies and behaviors on which to improve and lesson effectiveness in terms of enhancing student achievement. Reflection makes accurate assessment of practice, positive and negative aspects are cited, makes specific and appropriate suggestions for improvement of practice.
4.2	<input type="checkbox"/> <b>Unsatisfactory</b> <i>Maintains accurate records</i> Records are disorganized, incomplete and often not timely. No system for monitoring student progress is utilized.	<input type="checkbox"/> <b>Needs Improvement</b> Records are generally accurate and complete. A system for monitoring student progress is inconsistently utilized.	<input type="checkbox"/> <b>Proficient</b> Records are complete, timely and presented in a professional manner. An effective system is used to monitor student progress.	<input type="checkbox"/> <b>Excellent</b> Records are timely, accurate, and well organized. A system for monitoring student progress is utilized and serves as a model for colleagues and is used to communicate with parents and teachers.
4.3	<input type="checkbox"/> <b>Unsatisfactory</b> <i>Communicates with educational team (including family)</i> Communication is limited with team members and/or family. Minimal effort is made to collaborate with colleagues.	<input type="checkbox"/> <b>Needs Improvement</b> Communication and collaboration is limited. Some effort is made to involve and engage with team members and/or family. Does not help maintain positive conversations about others.	<input type="checkbox"/> <b>Proficient</b> Interacts and collaborates with all team members and/or family in a positive manner, helping to maintain positive conversations about others.	<input type="checkbox"/> <b>Excellent</b> Initiates frequent communication and collaboration with all team members and/or family in a positive manner. Solicits perspectives of team members and/or family. Takes leadership role with colleagues.
4.4	<input type="checkbox"/> <b>Unsatisfactory</b> <i>Participates in professional community</i> Relationships with colleagues are negative or self-serving. Avoids participating in school and district activities.	<input type="checkbox"/> <b>Needs Improvement</b> Maintains cordial rather than collaborative relationships with colleagues. Participates in school or district activities when specifically asked.	<input type="checkbox"/> <b>Proficient</b> Collaborates with colleagues in positive and productive manner. Volunteers to participate in school and district events making a substantial contribution.	<input type="checkbox"/> <b>Excellent</b> Collaborates with colleagues in positive and productive manner. Assumes leadership role on learning team. Makes substantial contribution to school and district and assumes leadership role in at least one aspect of school life.

Domain 4: Professional Responsibilities-Instructional Specialist

4.5

*Engages in professional development*

**Unsatisfactory**

Does not participate in professional development. Resists feedback from colleagues and supervisor.

**Needs Improvement**

Participates in professional development when required or convenient. Accepts feedback from colleagues and supervisor with reluctance.

**Proficient**

Seeks out opportunities for professional development and/or mentoring that meet identified areas for growth and development. Welcomes feedback offered from colleagues and supervisor.

**Excellent**

Seeks out professional development and/or mentoring that meets identified areas of growth and development and conducts action research to monitor progress towards established goals. Seeks feedback from colleagues and supervisor. Makes contributions to profession through participation in activities at the local, state, or national levels.

4.6

*Demonstrates professionalism*

**Unsatisfactory**

Displays dishonesty, violates confidentiality. Does not comply with school and district regulations or norms. Attendance is poor.

**Needs Improvement**

Displays honesty and maintains confidentiality. Complies minimally with school and district regulations and norms. Attendance is inconsistent.

**Proficient**

Displays honesty, integrity, and maintains confidentiality. Complies fully with school and district regulations and norms. Advocates for students when needed. Attendance is excellent.

**Excellent**

Displays highest standards of honesty, integrity, and confidentiality. Is proactive and advocates for students. Takes leadership role with colleagues in team or department decision making. Attendance is excellent.

Comments:

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Instructional Specialist

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Date

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Principal

\_\_\_\_\_  
Date