

# Framework for Instructional Specialist Evaluation Instrument 2013

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, the instructional specialist makes content errors or does not correct errors made by colleagues. The instructional specialist displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches.	The instructional specialist is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. The instructional specialist indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Plans and practice reflect a limited range of pedagogical approaches to the discipline or to colleagues.	The instructional specialist displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	The instructional specialist displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The instructional specialist demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure understanding. Practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate misconceptions.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>Specialist makes content errors.</i></li> <li>• <i>Specialist does not consider prerequisite relationships when planning.</i></li> <li>• <i>Specialist's plans use inappropriate strategies for the discipline.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist's understanding of the discipline is rudimentary.</i></li> <li>• <i>Specialist's knowledge of prerequisite relationships is inaccurate or incomplete.</i></li> <li>• <i>Plans and practice use limited instructional strategies, and some are not be suitable to the content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist can identify important concepts of the discipline and their relationships to one another.</i></li> <li>• <i>Specialist provides clear explanations of the content.</i></li> <li>• <i>Specialist answers questions accurately and provides feedback that furthers learning.</i></li> <li>• <i>Instructional strategies in plans and practice are entirely suitable to the content.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist cites intra- and interdisciplinary content relationships.</i></li> <li>• <i>Specialist's plans demonstrate awareness of possible misconceptions and how they can be addressed.</i></li> <li>• <i>Specialist's plans reflect recent developments in content-related pedagogy.</i></li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1b: Demonstrating Knowledge of Colleagues and Adult Learners</b>	The instructional specialist displays minimal understanding of how adults learn—and little knowledge of their varied approaches to learning, knowledge and skills—and does not indicate that type of knowledge is valuable.	The instructional specialist displays generally accurate knowledge of how adults learn and of their varied approaches to learning, knowledge and skills. Individual learning characteristics may not be addressed.	The instructional specialist understands the nature of adult learning, and attains information about levels of expertise. The instructional specialist also purposefully acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills.	The instructional specialist understands the nature of adult learning and acquires information about levels of expertise. The instructional specialist systematically acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills.
<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"> <li>• <i>Specialist does not understand the adult learner and has unrealistic expectations for them.</i></li> <li>• <i>Specialist does not try to ascertain varied ability levels among participants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist is aware of but does not employ adult learning strategies.</i></li> <li>• <i>Specialist is aware of the different learning styles, but doesn't make use of this knowledge.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist employs adult learning strategies.</i></li> <li>• <i>Specialist has a good idea of the range of interests of participants and appropriately groups them for instructional purposes.</i></li> <li>• <i>Specialist is aware of the special needs represented by those in the class.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist uses ongoing methods to assess skill levels and designs instruction accordingly.</i></li> <li>• <i>Specialist seeks out information from all participants about their background.</i></li> <li>• <i>Specialist maintains a system of updated records and utilizes this information when planning.</i></li> </ul>
<b><i>Possible Evidence</i></b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c: Setting Instructional Goals</b>	The goals represent low expectations for important learning in the discipline. They are stated as learning activities, rather than as goals.	Goals represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Goals based on global assessments of learning suitable for most participants.	Most goals represent rigorous and important learning in the discipline and are clear. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated for participants.	All goals represent high-level learning in the discipline. They are clear and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated for participants.
<b><i>Critical Attributes</i></b>	<ul style="list-style-type: none"> <li>• <i>Goals lack rigor.</i></li> <li>• <i>Goals do not represent important learning in the discipline.</i></li> <li>• <i>Goals are not clear or are stated as activities.</i></li> <li>• <i>Goals are not suitable for many participants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Goals represent a mixture of low expectations and rigor.</i></li> <li>• <i>Some goals reflect important learning in the discipline.</i></li> <li>• <i>Goals are suitable for most of the participants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Goals represent high expectations and rigor.</i></li> <li>• <i>Goals are related to “big ideas” of the discipline.</i></li> <li>• <i>Goals are written in terms of what participants will learn rather than do.</i></li> <li>• <i>Goals represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</i></li> <li>• <i>Goals, differentiated where necessary, are suitable to groups of participants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i></li> <li>• <i>Specialist connects goals to previous and future learning.</i></li> <li>• <i>Goals are differentiated to encourage individuals to take educational risks.</i></li> </ul>
<b><i>Possible Evidence</i></b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Designing Coherent Instruction with Appropriate Resources</b>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage in active intellectual activity, and have unrealistic time allocations.</p> <p>The specialist is unaware of resources to assist in learning and expanding his/her own professional skill.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes but with no differentiation for learners. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable.</p> <p>The specialist displays some awareness of resources to assist in learning and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>Most of the learning activities are aligned with the instructional outcomes. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups.</p> <p>The specialist displays awareness of resources to assist in learning and for extending one's professional skill, and seeks out such resources.</p>	<p>The sequence of learning activities allows a coherent sequence, is aligned to instructional goals, and is designed to engage the learner in high-level cognitive activity. These are appropriately differentiated.</p> <p>The specialist's knowledge of resources to assist in learning and for extending one's professional skill is extensive through professional organizations and universities, and on the Internet.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>Learning activities and materials are poorly aligned.</i></li> <li>• <i>Although aware of some participant needs, specialist does not inquire about possible resource to meet those needs.</i></li> <li>• <i>Specialist does not seek out resources available to expand his/her own skill.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist aligns some activities and materials, but does not take the participants' needs into account.</i></li> <li>• <i>Lesson structure is uneven or may be unrealistic about time expectations.</i></li> <li>• <i>Specialist locates materials and resources beyond those readily available.</i></li> <li>• <i>Specialist participates in district professional development</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are matched to instructional outcomes.</i></li> <li>• <i>Resources are multidisciplinary and cognitively challenging.</i></li> <li>• <i>Specialist displays awareness of resources to assist in learning.</i></li> <li>• <i>Specialist expands his/her knowledge through professional learning groups and organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are sequenced, aligned and engaging.</i></li> <li>• <i>Learning activities connect to other disciplines and allow for participant choice.</i></li> <li>• <i>Specialist facilitates participant contact with resources outside the classroom.</i></li> <li>• <i>Specialist expands his/her knowledge beyond professional learning groups and organizations to include universities and The Internet.</i></li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1e: Designing an Evaluative Plan</b>	Specialist has not planned to formatively assess and/or evaluate the effectiveness of the program.	Specialist has a rudimentary plan to formatively assess and/or evaluate the effectiveness of the program.	Specialist's plan to formatively assess and/or evaluate the program is organized around clear goals and a collection of evidence.	Specialist's plan to formatively assess and/or evaluate the program is highly sophisticated, with sources of evidence and a clear path toward improving the program on an ongoing basis.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>No formative assessments have been designed.</i></li> <li>• <i>Assessment results do not affect future plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Assessment criteria are vague.</i></li> <li>• <i>Plans refer to the use of formative assessments, but they are not fully developed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Assessment criteria are clearly written.</i></li> <li>• <i>Plans indicate possible adjustments based on formative assessment data.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Assessments are authentic, with real-world application as appropriate.</i></li> <li>• <i>Participants are actively involved in collecting information from formative assessments and provide input.</i></li> </ul>
<b>Possible Evidence:</b>				

## Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b>	Patterns of interactions between specialist and participants are mostly negative, inappropriate, or insensitive. Specialist does not support collaborative interactions between participants.	Patterns of interactions between specialist and participants are generally appropriate but may reflect occasional inconsistencies, and favoritism. Specialist attempts to respond to unprofessional behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Interactions are friendly and demonstrate general caring and respect. Interactions among participants are generally professional. Teacher responds successfully to unprofessional behavior. The net result of the interactions is polite, respectful, and businesslike, though participants may be somewhat cautious about taking instructional risks.	Interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to individuals. Participants exhibit respect for the specialist and contribute to high levels of civility among all members. The net result is an environment where all participants feel valued and are comfortable taking instructional risks.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>The specialist is disrespectful or insensitive towards participants.</i></li> <li>• <i>Participants' body language indicates feelings of discomfort, or insecurity.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The quality of interactions between specialist and participants, or among participants, is uneven, with occasional disrespect or insensitivity.</i></li> <li>• <i>Specialist attempts to make connections with individual participants, but reactions indicate that these attempts are not entirely successful.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Talk between specialist and participants is uniformly respectful.</i></li> <li>• <i>Participants may be somewhat hesitant to offer their ideas in front of others.</i></li> <li>• <i>Specialist makes general connections with individuals.</i></li> <li>• <i>Participants exhibit respect for the specialist.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist demonstrates knowledge and caring about individual participants</i></li> <li>• <i>When necessary, participants respectfully correct one another.</i></li> <li>• <i>There is participation without fear of put-downs or ridicule from either the specialist or the participants.</i></li> <li>• <i>Specialist respects and encourages participants' efforts.</i></li> </ul>
<b>Possible Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Establishing a Culture for Ongoing Instructional Improvement</b>	The learning environment is characterized by a lack of commitment to learning, and/or little or no investment of energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for achievement are the norm.	The learning environment is characterized by little commitment to learning. Participants indicate that they are interested in the completion of a task rather than the quality of the work.	The learning environment is a place where learning is valued by all, with high expectations for both learning and hard work. Participants understand their role as learners and consistently expend effort to learn.	There is a shared belief in the importance of learning. The specialist conveys high expectations for learning by all participants and encourages hard work. Participants assume responsibility for high quality results.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Specialist conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li>• Specialist conveys to at least some participants that the work is too challenging for them.</li> <li>• Participants exhibit little or no pride in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.</li> <li>• Specialist conveys high expectations for only some participants.</li> <li>• Participants exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path."</li> <li>• Specialist's primary concern appears to be to complete the task at hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist communicates the importance of the content and the conviction that with hard work all can master the material.</li> <li>• Specialist demonstrates a high regard for participants' abilities.</li> <li>• Specialist conveys an expectation of high levels of effort.</li> <li>• Participants expend good effort to complete work of high quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist communicates passion for the subject.</li> <li>• Specialist conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li>• Participants indicate through their questions and comments a desire to understand the content.</li> <li>• Participants assist their classmates in understanding the content. Participants take initiative in improving the quality of their work.</li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c: Managing Procedures and Physical Space</b>	Much instructional time is lost due to inefficient routines and procedures. There is little or no evidence of managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that participants know or follow established routines. The physical space is not conducive to learning.	Some instructional time is lost due to only partially effective routines and procedures. Management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, participants follow established routines. The specialist attempts to make the physical space conducive to learning.	There is little loss of instructional time due to effective routines and procedures. Management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, participants follow established classroom routines. The physical space allows for equal access for learning activities.	Instructional time is maximized due to efficient and seamless routines and procedures. Participants take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by participants. The physical space is accessible to all. Effective use of physical resources allows for optimal learning.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>Participants not working with specialist are not productively engaged.</i></li> <li>• <i>Transitions are disorganized, with much loss of instructional time.</i></li> <li>• <i>There do not appear to be any established procedures for distributing and collecting materials.</i></li> <li>• <i>A considerable amount of time is spent off task due to unclear procedures and no prior planning for accessing the physical space.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Participants not working directly with specialist are only partially engaged.</i></li> <li>• <i>Procedures for transitions seem to have been established, but their operation is not smooth.</i></li> <li>• <i>There appear to be established routines for distribution and collection of materials, but participants are confused about how to carry them out.</i></li> <li>• <i>Routines function unevenly and it is apparent that little consideration was given to utilization of the physical space. .</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Participants are productively engaged during small-group or independent work.</i></li> <li>• <i>Transitions between large- and small-group activities are smooth.</i></li> <li>• <i>Routines for distribution and collection of materials and supplies work efficiently.</i></li> <li>• <i>Routines function smoothly and the physical space is aligned for learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>With minimal prompting by specialist, participants ensure that their time is used productively.</i></li> <li>• <i>Participants take initiative in distributing and collecting materials efficiently.</i></li> <li>• <i>Participants themselves ensure that transitions and other routines are accomplished smoothly.</i></li> <li>• <i>Routines function well and the physical space is aligned for optimal learning.</i></li> </ul>
<b>Possible Evidence:</b>				



	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing Behavior and Expectations</b>	There appear to be no established standards of conduct. There is little or no monitoring of negative interactions and response to them is repressive or disrespectful.	Standards of conduct appear to have been established, but their implementation is inconsistent. Specialist tries, with uneven results, to monitor negative interactions and respond to unprofessionalism.	Behavior is generally appropriate. Specialist monitors behavior against established standards of conduct. Response to unprofessionalism is consistent, proportionate, and respectful.	Behavior is entirely appropriate. Participants take an active role in monitoring their own behavior and that of others. Monitoring of behavior is subtle and preventive. Response to unprofessionalism is sensitive to individual needs and respects dignity.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>The environment is chaotic, with no standards of conduct evident.</i></li> <li>• <i>Specialist does not monitor interactions among participants.</i></li> <li>• <i>Some participants disrupt the room, without apparent specialist awareness or with an ineffective response.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist attempts to maintain order in the room, referring to norms, but with uneven success.</i></li> <li>• <i>Specialist attempts to keep track of negative interactions, but with no apparent system.</i></li> <li>• <i>Specialist's response to negative interactions is inconsistent; sometimes harsh, other times lenient.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Standards of conduct appear to have been established and implemented successfully.</i></li> <li>• <i>Overall, behavior is generally appropriate.</i></li> <li>• <i>Specialist frequently monitors negative interactions.</i></li> <li>• <i>Specialist's response to negative interactions is effective.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist silently and subtly monitors behavior.</i></li> <li>• <i>Participant interaction is entirely appropriate; any misbehavior is minor and swiftly handled.</i></li> <li>• <i>Participants respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct.</i></li> </ul>
<b>Possible Evidence:</b>				

## Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with Staff</b>	The instructional purpose of the lesson or professional learning activity is unclear, and the directions and procedures are confusing. The specialist's explanation of the content contains major errors and does not include any explanation of strategies that participants might use. The specialist's spoken or written language contains errors of grammar or syntax.	The specialist's attempt to explain the instructional purpose of the lesson or professional learning activity has only limited success, and/or directions and procedures must be clarified after initial confusion. The explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The explanation does not invite participants to engage intellectually or to understand strategies they might use when working independently. The specialist's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the participants' needs or content.	The specialist's attempt to explain the instructional purpose of the lesson or professional learning activity has only limited success, and/or directions and procedures must be clarified after initial confusion. The explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The explanation does not invite engagement intellectually or understanding of strategies. The specialist's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the participants' needs or content.	The specialist links the instructional purpose of the lesson or professional learning activity to the larger curriculum; the directions and procedures are clear and anticipate possible misunderstandings. The specialist's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with participants' needs. Participants contribute to extending the content through collaboration with peers. The specialist's spoken and written language is expressive and content enhancing.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>At no time during the lesson does the specialist convey what will be learned.</li> <li>Participants indicate through their questions that they are confused about the task.</li> <li>Specialist makes a serious content error that will affect understanding of the lesson.</li> <li>Participants indicate through body language or questions that they don't understand the content being presented.</li> <li>Specialist's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li>Specialist's vocabulary is inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist provides little elaboration or explanation about what will be learned.</li> <li>Specialist must clarify the learning task so participants can complete it.</li> <li>Specialist makes no serious content errors but may make minor ones.</li> <li>Specialist's explanation of the content consists of a monologue, with minimal participation or intellectual engagement.</li> <li>Specialist's explanations of content are purely procedural, with no indication of how participants can think strategically.</li> <li>Specialist's vocabulary and usage are correct but unimaginative.</li> <li>When specialist attempts to explain academic vocabulary, the effort is only partially successful.</li> <li>Specialist's vocabulary is too advanced, or too juvenile.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist states clearly what the participants will be learning.</li> <li>If appropriate, specialist models the process to be followed in the task.</li> <li>Participants engage with the learning task, indicating understanding.</li> <li>Specialist makes no content errors.</li> <li>Specialist's explanation of content is clear and invites participation and thinking.</li> <li>Specialist describes specific strategies participants might use, inviting them to interpret the strategies in the context of what they're learning.</li> <li>Specialist's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li>Specialist's vocabulary is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Participants are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li>Specialist explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>Specialist points out possible areas for misunderstanding.</li> <li>Specialist invites participants to explain the content to their peers.</li> <li>Participants suggest other strategies they might use in approaching a challenge or analysis.</li> <li>Specialist uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li>Participants use academic language correctly.</li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b: Using Questioning and Discussion Techniques</b>	Interaction between specialist and participants is predominantly recitation-style, with the specialist mediating all questions and answers; accepting all contributions without asking participants to justify their reasoning. Only a few participate in the discussion.	The specialist attempts to ask some questions designed to engage participants in thinking, but only a few are involved. The specialist attempts to engage all in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The specialist creates a genuine discussion among participants, providing adequate time for responding and stepping aside when appropriate. The specialist challenges participants to justify their thinking and successfully engages most in the discussion, employing a range of strategies to ensure that most are heard.	Participants formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. The specialist ensures that all voices are heard through varied small group discussions and/or individual or small group question/response activities.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>Questions are rapid-fire and convergent, with a single correct answer.</i></li> <li>• <i>Questions do not invite thinking.</i></li> <li>• <i>All discussion is between specialist and participants; participants are not invited to speak directly to one another.</i></li> <li>• <i>Specialist does not ask participants to explain their thinking.</i></li> <li>• <i>A very few participants dominate the discussion.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist frames some questions designed to promote thinking, but many have a single correct answer, and specialist calls on participants quickly.</i></li> <li>• <i>Specialist invites participants to respond directly to one another's ideas, but few respond.</i></li> <li>• <i>Specialist calls on many participants, but only a small number actually participate in the discussion.</i></li> <li>• <i>Specialist asks participants to justify their reasoning, but only some attempt to do so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist uses open-ended questions, inviting participants to think and/or offer multiple possible answers.</i></li> <li>• <i>Specialist makes effective use of wait time.</i></li> <li>• <i>Discussions enable participants to talk to one another without ongoing mediation by the specialist.</i></li> <li>• <i>Specialist calls on most participants, even those who don't initially volunteer.</i></li> <li>• <i>Many participants actively engage in the discussion.</i></li> <li>• <i>Specialist asks participants to explain their reasoning, and most attempt to do so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Participants initiate higher-order questions.</i></li> <li>• <i>Specialist builds on and uses participant responses to questions in order to deepen understanding.</i></li> <li>• <i>Participants extend the discussion, enriching it.</i></li> <li>• <i>Participants invite comments from their classmates during a discussion and challenge one another's thinking.</i></li> <li>• <i>Virtually all participants are engaged in the discussion.</i></li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c: Engaging in Learning</b>	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking for participants and little opportunity for them to explain their thinking, allowing most to be passive or merely compliant. The groupings are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the time needed to be intellectually engaged or may be so slow that many have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge thinking, inviting participants to make their thinking visible. This technique results in active intellectual engagement by most with important and challenging content. Scaffolding is evident to support engagement. The groupings are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most participants the time needed to be intellectually engaged.	Virtually all participants are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. Specialist provides suitable scaffolding and challenges participants to explain their thinking. There is evidence of some initiation of inquiry and contributions to the exploration of important content. Participants may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Few participants are intellectually engaged in the lesson.</li> <li>• Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would promote more engagement.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the participants.</li> <li>• The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some participants are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li>• Engagement with the content is largely passive, the learning consisting primarily of facts or procedures.</li> <li>• The instructional groupings used are moderately appropriate to the activities.</li> <li>• Few of the materials and resources require thinking or ask participants to explain their thinking.</li> <li>• The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Most participants are intellectually engaged in the lesson.</li> <li>• Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li>• Participants are invited to explain their thinking as part of completing tasks.</li> <li>• The groupings are suitable to the lesson activities.</li> <li>• Materials and resources require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides for the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtually all participants are intellectually engaged in the lesson.</li> <li>• Lesson activities require high-level thinking and explanations of thinking.</li> <li>• Participants take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li>• Participants have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
<b>Possible Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d: Using Assessment in Instruction</b>	Participants do not appear to be aware of the assessment criteria, and there is little or no monitoring of learning; feedback is absent or of poor quality. Participants do not engage in self- or peer assessment.	Participants appear to be only partially aware of the assessment criteria, and specialist monitors learning for the group as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to participants is general, and few participants assess their own work.	Participants appear to be aware of the assessment criteria, and specialist monitors learning for groups of participants. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups is accurate and specific; some participants engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Participants appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individuals and/or adult participants. A variety of forms of feedback, from both specialist and peers, is accurate and specific and advances learning. Participants self-assess and monitor their own progress. Specialist successfully differentiates instruction to address individuals' misunderstandings.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Specialist gives no indication of what high-quality work looks like.</li> <li>• Specialist makes no effort to determine whether participants understand..</li> <li>• Participants receive no feedback, or feedback is global, or directed to only one.</li> <li>• Specialist does not ask participants to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the participants understand how their work will be evaluated.</li> <li>• Specialist monitors understanding through a single method, or without eliciting evidence of understanding.</li> <li>• Feedback to participants is vague and not oriented toward future improvement of work.</li> <li>• Specialist makes only minor attempts to engage participants in self- or peers assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist makes the standards of high-quality work clear.</li> <li>• Specialist elicits evidence of understanding.</li> <li>• Participants are invited to assess their own work and make improvements; most of them do so.</li> <li>• Feedback includes specific and timely guidance at least for groups of participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants indicate that they clearly understand the characteristics of high-quality work, and there is evidence that they have helped establish the evaluation criteria.</li> <li>• Specialist is constantly "taking the pulse" of the class; monitoring of participant understanding is sophisticated and continuous and makes use of strategies to elicit information about individual understanding.</li> <li>• Participants monitor their own understanding, either on their own initiative or as a result of tasks set by the specialist.</li> <li>• High-quality feedback comes from many sources, including participants; it is specific and focused on improvement.</li> </ul>
<b>Possible Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	Specialist adheres rigidly to an instruction plan in spite of evidence of poor understanding. Specialist ignores signs of misunderstandings and lacks the initiative to offer assistance.	Specialist attempts to adjust the lesson to accommodate and respond to questions and interests with mixed results. Specialist accepts responsibility for the success of all but has only a limited repertoire of strategies to use.	If impromptu measures are needed, specialist makes a minor adjustment to the lesson and does so smoothly. Specialist successfully accommodates questions and interests, drawing on a broad repertoire of strategies. Specialist persists in seeking approaches for those who have difficulty learning.	Specialist seizes an opportunity to enhance learning, building on a spontaneous event or interest, or successfully adjusts and differentiates instruction to address misunderstandings. Specialist uses an extensive repertoire of instructional strategies, solicits additional resources from the school or community, and persists in seeking effective approaches.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Specialist ignores indications of participant boredom or lack of understanding.</li> <li>• Specialist brushes aside participant questions.</li> <li>• Specialist conveys to participants that when they have difficulty learning it is their fault.</li> <li>• In reflecting on practice, specialist does not indicate that it is important to reach all participants.</li> <li>• Despite evident participant confusion, specialist makes no attempt to adjust the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist's efforts to modify the lesson are only partially successful.</li> <li>• Specialist makes perfunctory attempts to incorporate questions and interests into the lesson.</li> <li>• Specialist conveys to participants a level of responsibility for their learning but also his or her uncertainty about how to assist them.</li> <li>• In reflecting on practice, specialist indicates the desire to reach all participants but does not suggest strategies for doing so.</li> </ul>	<ul style="list-style-type: none"> <li>• When improvising becomes necessary, specialist makes adjustments to the lesson.</li> <li>• Specialist incorporates participants' interests and questions into the heart of the lesson.</li> <li>• Specialist conveys to participants that s/he has other approaches to try when they experience difficulty.</li> <li>• In reflecting on practice, specialist cites multiple approaches undertaken to reach those having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist's adjustments to the lesson, when needed, are designed to assist individuals.</li> <li>• Specialist seizes a teachable moment to enhance a lesson.</li> <li>• Specialist conveys to participants that s/he won't consider a lesson "finished" until everyone understands and that s/he has a broad range of approaches to use.</li> <li>• In reflecting on practice, specialist can cite others in the school and beyond whom s/he has contacted for assistance in reaching some participants.</li> </ul>
<b>Possible Evidence:</b>				

## Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Practice</b>	Specialist does not know whether a lesson/presentation was effective or achieved its instructional outcomes. Specialist has no suggestions for improvement.	Specialist has a generally accurate impression of a lesson/presentation's effectiveness and the extent to which instructional outcomes were met. Specialist makes general suggestions for improvement.	Specialist makes an accurate assessment of a lesson/presentation's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Specialist makes a few specific suggestions for improvement.	Specialist makes a thoughtful and accurate assessment of a lesson/presentation's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson/presentation and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, offers specific alternative actions, complete with the probable success of different courses of action.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Specialist considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>Specialist makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist has a general sense of whether or not instructional practices were effective.</li> <li>Specialist offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist accurately assesses the effectiveness of instructional activities used.</li> <li>Specialist identifies specific ways in which a lesson might be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</li> <li>Specialist's suggestions for improvement draw on an extensive repertoire.</li> </ul>
<b>Possible Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b: Maintaining Accurate Records</b>	Specialist's system for maintaining information on completion of assignments and progress in learning is nonexistent or in disarray. Specialist's records for non-instructional activities are in disarray, the result being errors and confusion.	Specialist's system for maintaining information on completion of assignments and progress in learning is rudimentary and only partially effective. Specialist's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight are prone to errors.	Specialist's system for maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective.	Specialist's system for maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective. Professional learning information and activity evaluations are disaggregated and used for future planning and program improvement.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>There is no system for either instructional or non-instructional records.</i></li> <li>• <i>Record-keeping systems are in disarray and provide incorrect or confusing information.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist has a process for recording work completion. However, it may be out of date or may not permit participants access to the information.</i></li> <li>• <i>Specialist's process for tracking progress is cumbersome to use.</i></li> <li>• <i>Specialist has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist's process for recording completion of work is efficient and effective; participants have access to information about completed and/or missing assignments.</i></li> <li>• <i>Specialist has an efficient and effective process for recording progress; participants are able to see how they're progressing.</i></li> <li>• <i>Specialist's process for recording non-instructional information is both efficient and effective.</i></li> </ul>	<i>In addition to the characteristics of "proficient":</i> <ul style="list-style-type: none"> <li>• <i>Participants contribute to and maintain records indicating completed and outstanding work assignments.</i></li> <li>• <i>Participants contribute to and maintain data files indicating their own progress in learning.</i></li> </ul>
<b>Possible Evidence:</b>				



	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c: Communicating with Staff</b>	Specialist provides little information to participants regarding the program content. Specialist does not respond, or responds unprofessionally, to staff concerns.	Specialist makes sporadic attempts at communication with participants about the program. The communication that does take place may not be effective.	Specialist provides frequent and appropriate information to participants about the program. Specialist makes some attempts to engage staff in the program.	Specialist communicates frequently with participants. Specialist responds to participants' concerns professionally. Specialist's efforts to engage staff in the program are frequent and successful.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Little or no information regarding the program is available for staff.</li> <li>• Participant activities are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>• School or district-created materials about the program are made available.</li> <li>• Specialist gives infrequent or incomplete information about the program.</li> <li>• Specialist maintains a required "grade book" but does little else to inform participants of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist regularly makes information about the program available.</li> <li>• Specialist regularly communicates information regarding progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants regularly develop materials to inform others about the program.</li> <li>• Participants maintain accurate records about their individual learning.</li> <li>• Participants contribute to regular and ongoing projects designed to engage others in the learning process.</li> </ul>
<b>Possible Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d: Growing Individually and Collaboratively as a Practitioner</b>	<p>Specialist engages in no professional development activities to enhance knowledge or skill. Specialist resists feedback on teaching performance from either supervisors or colleagues. Specialist makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Specialist's relationships with colleagues are negative or self-serving. Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Specialist avoids becoming involved in school events or school and district projects.</p>	<p>Specialist participates to a limited extent in professional activities when they are convenient. Specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Specialist finds limited ways to assist other teachers and contribute to the profession.</p> <p>Specialist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Specialist participates in the school's culture of professional inquiry when invited to do so. Specialist participates in school events and school and district projects when specifically asked.</p>	<p>Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Specialist participates actively in assisting other educators and looks for ways to contribute to the profession.</p> <p>Specialist's relationships with colleagues are characterized by mutual support and cooperation. Specialist volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. Specialist solicits feedback on practice from both supervisors and colleagues. Specialist initiates important activities to contribute to the profession.</p> <p>Specialist's relationships with colleagues are characterized by mutual support and cooperation, with specialist taking initiative in assuming leadership among the faculty. Specialist takes a leadership role in promoting a culture of professional inquiry. Specialist volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Specialist purposefully avoids contributing to activities promoting professional inquiry.</li> <li>Specialist avoids involvement in school activities and district and community projects.</li> <li>Specialist's relationships with colleagues are characterized by negativity or combativeness.</li> </ul>	<ul style="list-style-type: none"> <li>When invited, specialist participates in activities related to professional inquiry.</li> <li>When asked, specialist participates in school activities, as well as district and community projects.</li> <li>Specialist has cordial relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist regularly participates in activities related to professional inquiry.</li> <li>Specialist frequently volunteers to participate in school events and school district and community projects.</li> <li>Specialist has supportive and collaborative relationships with colleagues.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Specialist takes a leadership role in promoting activities related to professional inquiry.</li> <li>Specialist regularly contributes to and leads events that positively impact school life.</li> <li>Specialist regularly contributes to and leads significant district and community projects.</li> </ul>
<i>Possible Evidence:</i>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e: Showing Professionalism</b>	Specialist displays dishonesty or lack of confidentiality in interactions with colleagues, students, and the public. Specialist is not alert to participants' or colleagues' needs and contributes to school practices that result in being ill served by the school. Specialist makes decisions and recommendations that are based on self-serving interests. Specialist does not comply with school and district regulations.	Specialist is honest and confidential in interactions with colleagues, students, and the public. Specialist's attempts to serve participants and colleagues are inconsistent. These practices could contribute to the school community being ill served. Specialist's decisions and recommendations are based on limited though genuine professional considerations. Specialist is not consistent in complying with school and district regulations.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, participants, and the public. Specialist is active in working to ensure that all receive a fair opportunity to succeed. Specialist maintains an open mind in team or departmental decision making. Specialist complies fully with school and district regulations.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues in this area. Specialist is highly proactive in serving colleagues, seeking out resources when needed. Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all, particularly those traditionally underserved, are honored in the school. Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Specialist complies fully with school and district regulations, taking a leadership role with colleagues.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• <i>Specialist is not involved in any activity that might enhance knowledge or skill.</i></li> <li>• <i>Specialist purposefully resists discussing performance with supervisors or colleagues.</i></li> <li>• <i>Specialist ignores invitations to join professional organizations or attend conferences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist participates in professional activities when they are required or provided by the district.</i></li> <li>• <i>Specialist reluctantly accepts feedback from supervisors and colleagues.</i></li> <li>• <i>Specialist contributes in a limited fashion to professional organizations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Specialist seeks regular opportunities for continued professional development.</i></li> <li>• <i>Specialist welcomes colleagues and supervisors in for the purpose of gaining insight from their feedback.</i></li> <li>• <i>Specialist actively participates in organizations designed to contribute to the profession.</i></li> </ul>	<i>In addition to the characteristics of "proficient":</i> <ul style="list-style-type: none"> <li>• <i>Specialist seeks regular opportunities for continued professional development, including initiating action research.</i></li> <li>• <i>Specialist actively seeks feedback from supervisors and colleagues.</i></li> <li>• <i>Specialist takes an active leadership role in professional organizations in order to contribute to the profession.</i></li> </ul>
<b>Possible Evidence:</b>				