INSTRUCTIONAL SPECIALIST RUBRIC

Domain 1: Planning and Preparation

1a – Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has little or no understanding of the standards of the disciplines supported.	Has a limited understanding of the standards of the disciplines supported.	Has a solid understanding of the standards of the disciplines supported. Has instructional support practices that are research-based.	Demonstrates extensive understanding of the standards of the disciplines including a wide range of research-based practices and strategies to provide instructional support services.

1b – Identifies the instructional improvement needs of the teachers served

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has little to no knowledge of the instructional improvement needs of the teachers served.	Has limited knowledge of the teachers' instructional improvement needs.	Is knowledgeable of instructional improvement needs.	Proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.

1c - Identifies clear, specific, and appropriate goals for the instructional support program

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Sets goals that are either inappropriate or unclear and not aligned with the teachers' needs.	Sets partially defined goals that are minimally aligned with teachers' needs for instructional support.	Sets clear, specific, and appropriate goals for the needs of each teacher. Acknowledges and endorses teacher goals.	Sets goals that have been designed in collaboration with teachers and school leaders that are tightly aligned with both teachers' instructional needs and the school program.

1d – Identifies resources for the instructional support program that are available within and outside the school/district

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not identify resources to support the instructional support program.	Has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	Identifies appropriate human and material resources within the instructional setting.	Proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Promotes teachers sharing their knowledge of external resources with the specialist.

1e – Plans a coherent program of instructional support fully integrated with the school program

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not plan or plans independently of the school program and the capacity of the faculty to implement the school program. Plans an instructional support program that is based on a series of disconnected professional learning practices that are not aligned to the school program.	Plans an instructional support program that is integrated with the school program with some limitations. Plans an instructional support program that reflects a limited degree of coherence.	Integrates the instructional support program with the school program. Organizes a coherent approach to instructional improvement.	Plans an instructional support program that is fully integrated with the school program and designed to drive its goals. Plans an instructional support program that is coherent and helps bring additional coherence to the school program.

1f – Develops a plan and process for the ongoing assessment and improvement of the instructional support program

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Shows no evidence of a plan or process to assess the instructional support program to guide program improvements.	Has developed a basic plan and process to assess the instructional support program but has not indicated how the data will be used to inform improvements.	Creates a plan to measure the implementation of the support program and its impact. States evidence of success. Uses assessment data to guide program improvement.	Has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. States multiple forms of evidence of success, including assessments by the teachers, are clearly defined. Uses assessment data to guide practice-focused discussions among stakeholders that will inform program improvement.

Domain 2: Environment

2a - Creates a respectful and emotionally safe culture that promotes collaboration

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has not created an environment where teachers feel safe asking for assistance. Has no evidence of collaboration in addressing problems of practice.	Initiates professional learning from some teacher participation. Is beginning to show progress in supporting teachers to improve instructional practices. Facilitates relatively respectful and responsive instructional improvement efforts.	Initiates professional learning from teacher participation. Supports teachers to improve instructional practices. Facilitates respectful and responsive instructional improvement efforts.	Facilitates teachers working collaboratively to co-develop and participate in improvement-focused professional learning. Provides evidence of teachers indicating that their contributions are respected and valued while promoting a culture of collaboration.

2b - Promotes a culture of continuous instructional improvement

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	Attempts to build a culture of continuous improvement for some staff. Makes some teachers feel comfortable in seeking support for instructional improvement.	Creates a culture where continuous improvement is acknowledged and critical for all staff. Makes teachers feel comfortable in seeking support for instructional improvement.	Promotes teachers initiating instructional improvement efforts, working collaboratively to define the goals, processes, and methods to measure the implementation and impact of the initiatives.

2c - Develops processes and procedures for teachers to participate in support activities

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not establish a procedure or process for teachers to access the services provided.	Processes and procedures lack the specificity necessary to guide teachers on how to assess services provided.	Creates processes and procedures for teachers to access services provided.	Provides clear processes and procedures to access the range of services provided and is communicated well. Allows essential stakeholders to develop the procedures and promote their use among the teachers.

2d - Establishes clearly defined norms for professional conduct			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has not defined norms for professional conduct and therefore adult interactions are unproductive and often disrespectful.	Makes limited attempts to establish norms for adult interactions therefore adult interactions are inconsistently productive and sometimes disrespectful.	Identifies and promotes norms for guiding professional conduct within the school. Creates norms that are productive and respectful among adults.	Has established norms for guiding professional conduct where teachers observe and hold themselves and each other accountable for honoring the norms.

2e - Organizes physical space for professional learning			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement of the learning activities.	The physical environment does not impede learning activities.	Makes good use of the physical environment, resulting in engagement of all participants in the learning activities.	Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Instruction

3a - Collaborates with teachers to design rigorous, standards-based classroom instruction

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not collaborate with teachers in designing classroom instruction.	Provides limited support to teachers in designing classroom instruction where the support is often more cooperative than collaborative.	Promotes collaborative efforts to help teachers design standards-based instruction.	Promotes and collaborates with teachers to take the initiative to design classroom instruction that is standards-based, rigorous, and engaging.

3b - Addresses the instructional improvement needs of the teachers served

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not provide instructional improvement support or address the needs of the teachers served.	Designs and delivers instructional improvement support that is of mixed quality, addressing the needs of a limited number of the teachers served.	Designs and delivers high quality instructional improvement support that addresses the needs of all teachers.	Offers teachers an opportunity to help facilitate the workshops and model services in order to ensure a tight alignment with their instructional improvement needs.

3c - Engages teachers in learning new instructional strategies and practices

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Is not successful in promoting professional learning and teachers do not participate.	Has limited success in promoting opportunities for professional learning and only some teachers are engaged.	Engages teachers in learning new instructional strategies and practices. Observes teachers implementing new instructional strategies and practices.	Collaborates with teachers on identifying topics for professional learning about instructional strategies and practices. Promotes ongoing professional learning where teachers are highly motivated.

3d - Provides relevant and timely feedback to teachers

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Gives little or no feedback to teachers regarding their professional growth. Does not make teachers aware of their professional learning goals or help them engage in self-assessment.	Supports teachers in awareness of their learning goals, but feedback is minimal and inconsistent.	Provides timely and consistent feedback on professional growth goals.	Integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Works with teachers to use the feedback to update their professional growth goals.

3e - Provides responsive professional support			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Offers a rigid approach to professional support that is followed regardless of impact or appropriateness.	Sometimes modifies plans/approaches in response to teacher's requests or evident needs.	Adjusts services for teachers based on needs.	Solicits input from stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.

Domain 4: Professional Responsibilities

4a - Reviews and reflects on practice to inform improvement			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not review the counseling practice or provides inaccurate recommendations for improvement.	Reflections are vague, informing recommendations for improvement that are too global to be actionable.	Reflects on the implementation and impact of services. Provides examples of challenges and successes. Recommends specific program changes as needed.	Reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.

4b - Follows established procedures for developing and submitting accurate and timely records, budgets, and reports			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not follow procedures that have been established for developing and submitting required documents.	Has limited success in following established procedures to prepare accurate budgets, service records, and reports.	Follows procedures to guide the development of budgets, services, and reports.	Follows and informs the improvement of established procedures for developing and submitting required reports.
Is late in providing required documents and are usually inaccurate.	Is often late in providing required documents.	Submits accurate required documents in a timely manner.	Creates budgets that support improvement by reflecting on diagnosed needs. Submits required documents that are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.

4c - Coordinates improvement efforts with other Specialists			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Tends to work in isolation, not coordinating improvement efforts in any way with other specialists at the school.	Is inconsistent in coordinating improvement efforts with other specialists at the school, inhibiting a common vision and aligned focus for the work.	Coordinates improvement efforts with other specialists. Creates a shared vision of effective instruction.	Seeks opportunities to coordinate improvement efforts with other specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.

4d - Engages with the larger school community			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not participate in school committees, projects, and/or events. Creates professional relationships with peers that are distant or negative.	Selectively engages with school committees, projects, and/or events, typically when asked. Creates relationships with colleagues that are professionally courteous.	Assumes a supportive role in the school community. Maintains positive, productive professional relationships.	Seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.

4e - Enhances professional capacity through ongoing professional learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not participate in professional learning.	Participates only in professional learning required by the district or state. Makes limited attempts to share the professional learning with school staff.	Seeks professional learning opportunities to include coaching. Shares professional learning with colleagues.	Seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. Applies this learning to improve the counseling services to support teaching and learning.

4f - Adheres to the highest standards of integrity and confidentiality

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Is honest in interactions with colleagues and respects norms of confidentiality.	Adheres to the highest standards of integrity and confidentiality.	Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.