**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: Instructional Specialists**

***Rubric for: Grade Level Chairs***

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| **Instructional Specialists – 1a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge of current trends****in specialty area and****professional development.** | GLC demonstrates little or no familiarity with specialty area or trends in professional development. | GLC demonstrates basic familiarity with specialty area and trends in professional development. | GLC demonstrates thorough knowledge of specialty area and trends in professional development. | GLC’s knowledge of specialty area and trends in professional development is wide and deep; GLC is regarded as an expert by colleagues. |
| ***Critical******Attributes*** | • *GLC is not able to share and discuss, with any specificity, past, current, or future specialty area practices and professional development to support it.* | • *GLC is able to share and discuss some details of the specialty area’s practices with limited specifics for anticipated professional development needs.* | • *GLC is able to broadly share and discuss details of the specialty area’s practices with specific examples of appropriate professional development.* | • *GLC is often asked to participate in complex or state collaboration efforts regarding the specialty area.*• *GLC has developed strategies, guidelines, etc., for implementing specialty area best practices.*• *State or national recognition of expertise in the specialty area.* |
| ***Possible Examples of Evidence*** | • *Documentation of professional development plan shows evidence of addressing trends in professional development.*• *Professional development plan demonstrates a variety of professional development opportunities that facilitates instruction focused on students’ needs.* |

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| **Instructional Specialists – 1b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1b: Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program.** | GLC demonstrates little or no knowledge of the school’s program or of teacher skill in delivering that program. | GLC demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program. | GLC demonstrates thorough knowledge of the school’s program and of teacher skill in delivering that program. | GLC is deeply familiar with the school’s program and works to shape its future direction and actively seeks information as to teacher skill in that program. |
| ***Critical******Attributes*** | • *The GLC does not use data for program planning.*• *GLC researches tools and information that**has no effect on the teachers’ skills in delivering that program.* | • *GLC uses limited sources of data for program planning.*• *GLC researches tools and information that has**inconsistent effect on teachers’ skills in delivering that program.* | • *GLC uses various forms of data from multiple sources for program planning.*• *GLC researches tools and information that has**consistent positive effect on teachers’ skills in delivering the program.* | • *GLC proactively uses various forms of data from multiple sources in anticipation of program needs.*• *GLC continuously researches tools and information**that assesses teachers’ skills for delivering the program, including collaboration with other schools.* |
| ***Possible Examples of Evidence*** | • *Professional development plan demonstrates a variety of professional development opportunities that addresses the differentiated needs of teachers/groups.*• *Examples of tools used and to what end.*• *Data results from pre-post assessments.*• *Summary of relevant data and examples of how used to improve.*• *Planning documents showing alignment of school, complex, and state offices.*• *Analysis, based on data, of training needs.*• *Agendas/feedback on support given to learn and implement tools.*• *Copy of individual teacher’s professional development plan that clearly connects works to larger goals and initiatives.*• *Reflection and/or copy of communication with colleagues and/or programs that demonstrates initiative and action taken.* |

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| **Instructional Specialists – 1c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served.** | GLC has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | GLC’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | GLC’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | GLC’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. |
| ***Critical******Attributes*** | • *GLC does not use data or other relevant information in order to establish goals.*• *GLC developed goals are not relevant or**applicable to the staff**.* | • *GLC’s use of data or other relevant information are too limited to reflect appropriate goals.*• *GLC developed goals are relevant or**applicable to only some staff.* | • *GLC’s use of data or other relevant information reflect appropriate goals that are understood by staff.*• *GLC developed goals are relevant to the staff.* | • *The GLC utilizes ongoing assessment of current practices to establish clear and highly relevant goals to meet the needs of participants.*• *The GLC efficaciously develops goals as a result of collaboration with administrators and colleagues.* |
| ***Possible Examples of Evidence*** | • *Notes/observations from consultations with colleagues on goals set.*• *Clear goals tied to various types of data.*• *Clear action steps identified and tied to research and strong impact data.*• *Data results from pre-post assessments.*• *Analysis, based on data, of training needs.*• *Planning documents showing alignment of school, complex, and state offices.*• *Reflection and/or copy of communication with colleagues and/or programs that demonstrates initiative and action taken.* |

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| **Instructional Specialists – 1d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district.** | GLC demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | GLC demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | GLC is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | GLC actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program. |
| ***Critical******Attributes*** | • *GLC is unaware of available resources.*• *GLC is unable to successfully provide assistance that will be beneficial to educators’ needs.*• *Educators are unable to rely on the GLC for resource support.* | • *GLC is minimally aware of available resources.*• *GLC is able to provide some assistance to educators.*• *Educators are unable to fully rely on the GLC**for resource support.* | • *GLC has a deep and expanded awareness of available resources.*• *GLC is able to provide assistance to most all educators.*• *Educators are able to fully rely on the GLC for resource support.* | • *GLC continuously seeks ways to expand knowledge in anticipation of educators’ needs.*• *GLC uses data and other sources to proactively identify future resource needs of educators.* |
| ***Possible Examples of Evidence*** | • *Documentation (e.g. contact logs, emails that demonstrates communication between state/district/school resources to meet the needs of teachers and/or students).*• *Evidence of outreach to community (and other) potential resources.*• *Observation of meetings with families/student and community where problem solving and sharing resources occurs.*• *Resource bank (online, posted, flyers, etc.).*• *Data analysis of school needs.* |

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| **Instructional Specialists – 1e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:****Planning the instructional support program, integrated with the overall school program.** | GLC’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | GLC’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | GLC’s plan is well designed to support teachers in the improvement of their instructional skills. | GLC’s plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. |
| ***Critical******Attributes*** | • *GLC’s plan appears unclear and irrelevant.*• *Lacks documentation to justify content of the plan.* | • *GLC’s plan appears to be relevant and useful but not comprehensive in addressing all goals.* | • *GLC’s plan is relevant, useful, and comprehensively designed for teachers to**improve their instructional skills.* | • *GLC’s plan is clear to all staff as a result of collaborative planning with staff and administrators.*• *Expectations of supports from the GLC are clearly**understood.* |
| ***Possible Examples of Evidence*** | • *Documentation ((cc calendar) of professional development attended to support the improvement of teacher instructional skills).*• *Attendance at related meetings and professional development to gain understanding of related perspectives and goals when making a plan.*• *Plan integrated and aligned to school, complex, state, and/or national plans.*• *Feedback from staff as to the expectations and quality of support from the GLC.* |

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| **Instructional Specialists – 1f** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the instructional support program.** | GLC has no plan to evaluate the program or resists suggestions that such an evaluation is important. | GLC has a rudimentary plan to evaluate the instructional support program. | GLC’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | GLC’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| ***Critical******Attributes*** | • *GLC does not maintain data to measure**program effectiveness and improvement.*• *GLC is unable to report on the success of the support program or areas of improvement.* | *GLC develops an evaluation plan using the following processes:** *Uses a source of evidence & a plan that is available to all teachers to track & evaluate instructional support.*
* *Has a plan to evaluate the effectiveness and*

*efficiency of the instructional support program by looking at a single variable, either quantitative or qualitative (e.g. teacher efficacy, student achievement, amount of time required for program, cost effectiveness, other required resources, how program can be improved).** *Identifies unintended outcomes.*
* *Evaluation information available to stakeholders.*
* *Records information to improve the instructional support program.*
 | *GLC develops an evaluation plan using the following processes:*• *Uses a few sources of evidence & a plan that is available to all teachers to track & evaluate instructional support.*• *Evaluates the effectiveness and efficiency of the**instructional support program by looking at some variables, both quantitative and qualitative (e.g. teacher efficacy, student achievement, amount**of time required for program, cost effectiveness, other required resources, how program can be improved).*• *Implements strategies to address unintended outcomes*• *Evaluation information shared with stakeholders’*• *Uses information to implement strategies to improve the instructional support program.* | *GLC develops an evaluation plan using the following processes:*• *Uses multiple sources of evidence & a plan that is available to all teachers to track & evaluate instructional support.*• *Evaluates the effectiveness and efficiency of the**instructional support program by looking at a variety of variables, both quantitative and qualitative (e.g. teacher efficacy, student**achievement, amount of time required for program, cost effectiveness, other required resources, how program can be improved).*• *Successfully implements strategies to address unintended outcomes*• *Evaluation includes stakeholders’ contribution as part of the evaluation process.*• *Uses a continuous improvement process to improve the instructional support program.* |
| ***Possible Examples of Evidence*** | • *Completion of working portfolio, SLO’s.*• *Surveys*• *Teacher reflection.* |

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| **Instructional Specialists – 2a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a:****Creating an environment of trust and respect.** | Colleagues and/or students are reluctant to request assistance from the GLC, fearing that such a request will be treated as a sign of deficiency. | Relationships with the GLC are cordial; colleagues and/or students don’t resist initiatives established by the GLC. | Relationships with the GLC are respectful, with some contacts initiated by colleagues and/or students. | Relationships with the GLC are highly respectful and trusting, with many contacts initiated by colleagues and/or students. |
| ***Critical******Attributes*** | • *Speaks disrespectfully to colleagues and/or students.*• *Displays a lack of familiarity with or caring about individuals.* | • *Occasional disrespect to colleagues and/or students.*• *Attempts to make connections, but reactions indicate these attempts are not entirely successful.* | • *Interactions uniformly respectful between GLC**and colleagues and/or students.*• *Colleagues and/or students may be willing to offer their ideas in front of others.* | • *Consistently demonstrates knowledge and caring about individuals.*• *There is participation without fear of putdowns or ridicule from either the GLC colleagues, or students.* |
| ***Possible Examples of Evidence*** | • *Implemented strategies to gain understanding and knowledge of students resulting in meeting individual needs.*• *Invited student requests for assistance and the feedback from students on the assistance provided.*• *Documented growth in students’ participation and ability to perform new responsibilities.*• *Provided student reflection on participation and new responsibilities.*• *Created support plan.*• *Providing documents for requests.* |

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| **Instructional Specialists – 2b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for ongoing instructional improvement.** | GLC conveys the sense that the work of improving instruction or leadership skills is externally mandated and is not important to school improvement. | Colleagues and/or students do not resist the offerings of support from the GLC. | GLC promotes a culture of inquiry in which colleagues and/or students seek assistance in improving their instructional or leadership skills. | GLC has established a culture of professional inquiry in which colleagues and/or students initiate projects to be undertaken with the support of the GLC. |
| ***Critical******Attributes*** | • *Conveys there is little or no purpose for the work, or that the reasons for doing it are due to external factors.*• *Communicates to at least some colleagues**and/or students that the work is too challenging for them.* | • *Colleagues and/or students exhibit a limited commitment to complete the task on their own.*• *GLC’s primary concern appears to be to**complete the task at hand.* | • *Colleagues and/or students seem comfortable requesting and receiving help.*• *Promotes a culture in which questions and requests for support are invited and valued.* | • *Colleagues and/or students take initiative in improving the quality of their performance through opportunities for growth.*• *Colleagues and/or students indicate through their**questions and comments a desire to improve their instructional or leadership skills.* |
| ***Possible Examples of Evidence*** | • *Provided documentation of working with others by analyzing student work to inform effective instruction in developing leadership skills and its impact on students.*• *Provided documentation of requests for in-service/support from individual students and the outcome of supports.* |

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| **Instructional Specialists – 2c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Establishing clear procedures for educators to gain access to instructional support.** | When educators want to access assistance from the GLC, they are not sure how to go about it. | Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not. | GLC has established clear procedures for educators to use in gaining access to support. | Procedures for access to instructional supports are clear to all educators and have been developed following consultation with administrators and educators. |
| ***Critical******Attributes*** | • *Little or no information regarding the GLC**assistance is available to others.*• *GLC does not respond to request for instructional support.* | • *GLC gives infrequent or incomplete information about the assistance available to others.*• *GLC responds inconsistently to request for instructional support.* | • *GLC regularly gives information about the assistance available to others.*• *GLC responds consistently to request for instructional support.* | • *GLC established and communicated the process and procedures for available support for all potential audience through consultation from stakeholders.*• *Participants contribute to regular and ongoing projects designed to engage others in the instructional support.* |
| ***Possible Examples of Evidence*** | • *Created documents, such as GLC schedule/log that showed opportunities for in-service trainings/support.*• *Provided memos/Flyers/brochures indicating in-service trainings/support offerings.*• *Created monthly/weekly log documenting the in-service training/support requested and provided, including topics covered, attendance record, etc.*• *Documented collaboration with administrators and others in planning for support.* |

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| **Instructional Specialists – 2d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Establishing****and maintaining norms of behavior for professional interaction.** | No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another. | GLC’s effort to establish norms of professional conduct are partially successful. | GLC has established clear norms of mutual respect for professional interaction. | GLC has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct. |
| ***Critical******Attributes*** | • *The environment is chaotic, with no standards of conduct evident.*• *GLC does not monitor interactions among students and/or teachers.*• *Some participants disrupt the room, without**apparent GLC awareness or with an ineffective response.* | • *GLC attempts to maintain order in the room, referring to norms, but with uneven success.*• *GLC attempts to keep track of negative interactions, but with no apparent system.*• *GLC’s response to negative interactions is**inconsistent; sometimes harsh, other times lenient.**.* | • *Standards of conduct appear to have been established and implemented successfully.*• *Overall, behavior is generally appropriate.*• *GLC frequently monitors negative interactions.*• *GLC’s response to negative interactions is effective.* | • *GLC silently and subtly monitors behavior.*• *Colleagues’ interactions are entirely appropriate;**issues are minor and immediately addressed.*• *Students and/or colleagues respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct.* |
| ***Possible Examples of Evidence*** | • *Provided documentation of participant feedback on in-service trainings/support provided by GLC.*• *Documented group norms for trainings and documented discussion indicating effectiveness.*• *Taken interventions to address situations and the outcome of the intervention.* |

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| **Instructional Specialists – 2e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e: Organizing physical space for workshops or training.** | GLC 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 and the workshop activities. | The physical environment does not impede workshop activities. | GLC makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | GLC makes highly effective use of the physical environment, with staff and students contributing to the physical arrangement. |
| ***Critical******Attributes*** | • *Students not working with GLC are not productively engaged.*• *Transitions are disorganized, with much loss of instructional time.*• *There does not appear to be any established**procedures for use of training equipment.*• *A considerable amount of time is spent off task due to unclear procedures and no prior planning for accessing the physical space.* | • *Students not working directly with GLC are only partially engaged.*• *Procedures for transitions seem to have been established, but their operation is not smooth.*• *There appear to be established routines for distribution and collection of training equipment, but students are confused about how to carry them out.*• *Routines function unevenly and it is apparent that little consideration was given to**utilization of the physical space.* | • *Students are productively engaged during small-group or independent work.*• *Transitions between large- and small- group activities are smooth.*• *Routines for distribution and collection of**training materials work efficiently.*• *Routines function smoothly and the physical space is aligned for learning.* | • *With minimal prompting by GLC, students ensure that their time is used productively.*• *Students take initiative in distributing and collecting training equipment efficiently.*• *Students themselves ensure that transitions and**other routines are accomplished smoothly.*• *Routines function well and the physical space is aligned for optimal learning.* |
| ***Possible Examples of Evidence*** | • *Created handouts/memos/manuals as guides for in-service trainings/support/activities, including training equipment and facility space use.*• *Documented discussion on in-service trainings/support/activities, citing specifically to routine and procedure effectiveness.*• *Handed commendations on the success of the events/activities.*• *Provided documentation of events/activities adhering to scheduled times and within projected budget.* |

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| **Instructional Specialists – 3a** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Collaborating with teachers in the design of instructional units and lessons.** | GLC declines to collaborate with classroom teachers in the design of instructional lessons and units. | GLC collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | GLC initiates collaboration with classroom teachers in the design of instructional lessons and units. | GLC initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| ***Critical******Attributes*** | • *GLC’s relationship with colleagues is characterized by negativity or combativeness.*• *GLC purposefully avoids collaboration.*• *GLC avoids involvement in assisting classroom teachers in instructional lessons and units.* | • *GLC has pleasant relationship with colleagues.*• *When invited, GLC has collaborative relationships with colleagues.*• *When asked, GLC assists classroom teachers in instructional lessons and units.* | • *GLC has supportive relationships with colleagues.*• *GLC seeks out collaborative opportunities with colleagues.*• *GLC volunteers to assist classroom teachers in instructional lessons and units.* | • *GLC takes a leadership role in promoting collaborative relationships between colleagues.*• *GLC takes a leadership role in providing multiple resources to colleagues that contribute to successful student outcomes.* |
| ***Possible Examples of Evidence*** | • *Created units of instruction demonstrating collaborative work with colleagues (aligned to State content standards).*• *Initiated collaborative opportunities to engage teachers in the design of instructional units.*• *Implemented strategies to foster professional dialog among teachers.*• *Maintained resource library for colleagues’ to utilize based on their needs and their rating of its usefulness.* |

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| **Instructional Specialists – 3b** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3b: Engaging colleagues in learning new instructional skills.** | Colleagues decline opportunities to engage in professional learning, | GLC’s efforts to engage colleagues inprofessional learning are partially successful, with some participating. | All colleagues are engaged in acquiring new instructional skills. | Colleagues are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth. |
| ***Critical******Attributes*** | • *Colleagues turn down offerings by GLC for professional learning opportunities.* | • *Some participants are intellectually engaged in the professional learning.*• *Engagement with the content is largely passive, the learning consisting primarily of facts or procedures.*• *The pacing of the professional development**is uneven – suitable in parts but rushed or dragging in others.* | • *Most participants are intellectually engaged in the professional development.*• *Materials and resources require intellectual engagement, as appropriate.*• *The pacing of the professional development provides for the time needed to be intellectually engaged.* | • *Virtually all participants are intellectually engaged in the professional development.*• *Colleagues take initiative to improve the professional learning 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.*• *Participants have an opportunity for reflection and closure on the professional learning to consolidate their understanding and future next steps.* |
| ***Possible Examples of Evidence*** | • *Implemented strategies to gain understanding of colleagues needs.*• *Provided opportunities and participation in professional learning activities.*• *Provided participant’s reflection on in-service training/support, including next steps for improving professional practice.*• *Based on materials/in-service provided by GLC, colleagues implemented professional inquiry.* |

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| **Instructional Specialists – 3c** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Sharing expertise with staff.** | GLC’s model lessons and workshops are of poor quality or are not appropriate to the needs of the colleagues being served. | The quality of the GLC’s model lessons and workshops is mixed, with some of them being appropriate to the needs of the colleagues being served. | The quality of the GLC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. | The quality of the GLC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. The GLC conducts extensive follow-up work with colleagues. |
| ***Critical******Attributes*** | • *Learning tasks/activities and materials require only recall or have a single correct response or method.*• *GLC makes content errors.*• *Learning tasks and activities are not suitable for many participants.* | • *Learning tasks are a mix of those requiring thinking and those requiring recall.*• *GLC’s understanding of the content is rudimentary.*• *Learning tasks and activities are suitable for most of the participants.* | • *Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.*• *GLC can identify important concepts of the content and their relationship to one another.*• *Learning tasks and activities, differentiated where necessary, are suitable to groups of participants.* | • *Lesson activities require high-level thinking and explanations of thinking.*• *GLC cites intra- and interdisciplinary content relationships.*• *GLC uses ongoing methods to assess skill levels**and designs instruction accordingly.*• *Learning tasks and activities are differentiated to encourage individuals to take educational risks.*• *GLC conducts follow up opportunities with individuals as to the outcome of the training/assistance, providing additional support as needed.* |
| ***Possible Examples of Evidence*** | • *Implemented strategies to gain understanding of school-wide and individual colleague needs.*• *Obtained input from colleagues and administration on design of in-service to best meet the needs of colleagues.*• *Provided pre/post results of in-service training specific to knowledge and skills gained.*• *Log of shared resources, rated by teachers for usefulness.* |

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| **Instructional Specialists – 3d** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Locating resources for teachers to support instructional improvement.** | GLC fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | GLC’s efforts to locate resources for instructional improvement for teachers are partiallysuccessful, reflecting incomplete knowledge of what is available. | GLC locates resources for instructional improvement for teachers when asked to do so. | GLC is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |
| ***Critical******Attributes*** | • *GLC does not seek and share resources and is non-responsive to requests.* | • *GLC seeks and shares limited resources, often failing to fully meet the needs of teachers.* | • *GLC shares resources that meets the needs of teachers but does not initiate the effort.* | • *GLC seeks and shares a wide array of resources within and outside of school, in anticipation of the teachers’ needs.* |
| ***Possible Examples of Evidence*** | • *Documentation (e.g. email, contact log providing a variety of resources for instructional improvement).*• *Bank of resources (flyer, online, etc.).*• *Data analysis of school’s student data.* |

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| **Instructional Specialists – 3e** |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3e: Demonstrating flexibility and responsiveness.** | GLC adheres to his plan, in spite of evidence of its inadequacy. | GLC makes modest changes in the support program when confronted with evidence of the need for change. | GLC makes revisions to the support program when it is needed. | GLC is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. |
| ***Critical******Attributes*** | • *GLC ignores indications of participant boredom or lack of understanding.*• *GLC brushes aside participant questions.*• *GLC conveys to participants that when they have difficulty learning it is their fault.*• *In reflecting on practice, GLC does not indicate that it is important to reach all participants.*• *Despite evident participant confusion, GLC**makes no attempt to adjust the lesson.* | • *GLC’s efforts to modify the support program are only partially successful.*• *GLC makes perfunctory attempts to incorporate questions and interests into the lesson.*• *GLC conveys to participants a level of responsibility for their learning but also his or her uncertainty about how to assist them.*• *In reflecting on practice, GLC indicates the desire to reach all participants but does not suggest strategies for doing so.* | • *When improvising becomes necessary, GLC**makes adjustments to the support program.*• *GLC incorporates participants’ interests and questions into the heart of the support program.*• *GLC conveys to participants that s/he has other approaches to try when they experience difficulty.*• *In reflecting on practice, GLC cites multiple approaches undertaken to reach those having difficulty.* | • *GLC’s adjustments to the support program, when needed, are designed to assist individuals.*• *GLC seizes a teachable moment to enhance a learning opportunity.*• *GLC implements a process of continuous improvement of support program and provides results of improvement.* |
| ***Possible Examples of Evidence*** | • *Implemented strategies to gain understanding of colleague needs.*• *Documented and scheduled in-service trainings/support based on target audience needs and the outcomes of those supports.*• *Implemented a plan for continuous improvement.* |