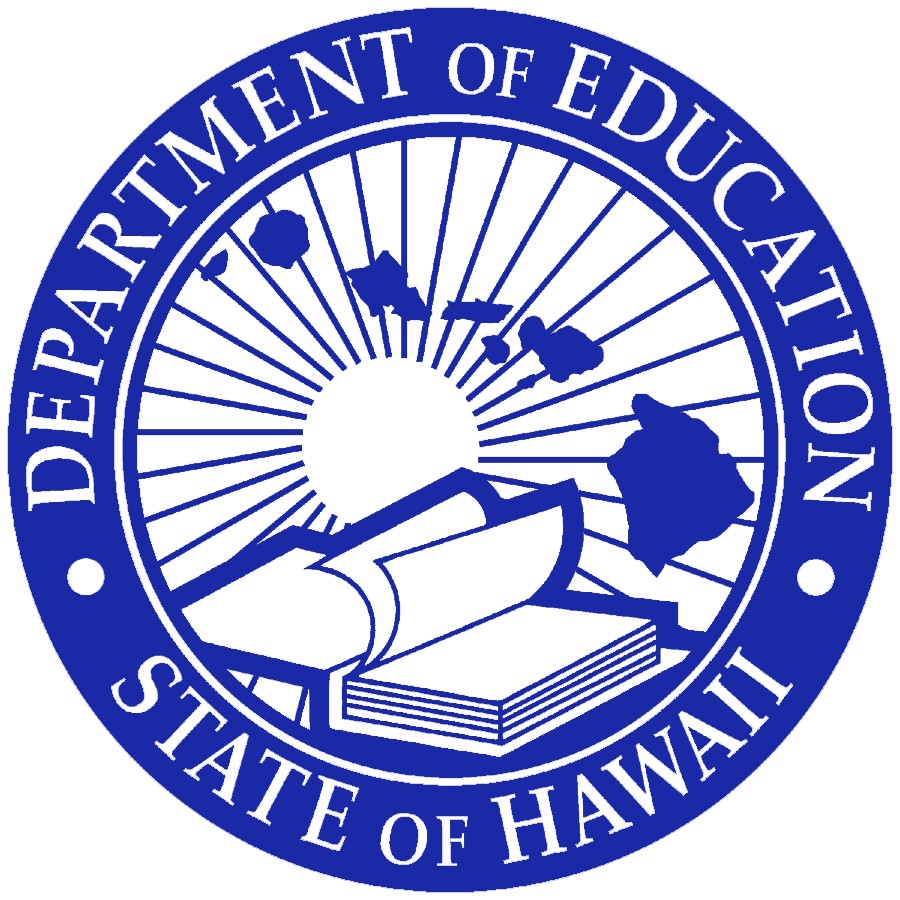
**Hawaii Adapted Framework for Teaching**

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

***Teaching, 2nd Edition***

**Framework: Instructional Specialists**

***Rubric for: Student Activities***

***Coordinators***

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| **Instructional Specialists – 1a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge of current trends**  **in specialty area and**  **professional development.** | SAC demonstrates little or no familiarity with specialty area or trends in professional development. | SAC demonstrates basic familiarity with specialty area and trends in professional development. | SAC demonstrates thorough knowledge of specialty area and trends in professional development. | SAC’s knowledge of specialty area and trends in professional development is wide and deep; SAC is regarded as an expert by colleagues. |
| ***Critical***  ***Attributes*** |  |  |  | • *Knowing the BOE policies as appropriate to the*  *Student Activities Program.*  • *Knowing school procedures for FT, fundraising, activity planning.*  • *Knowing about new programs, motivational speakers.*  • *Knowing the supplies and services offered by our community.* |

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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.** | SAC demonstrates little or no knowledge of the school’s program or of teacher skill in delivering that program. | SAC demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program. | SAC demonstrates thorough knowledge of the school’s program and of teacher skill in delivering that program. | SAC 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*** |  |  |  | • *Knowledge and participation in school’s initiative like literacy & math strategies.*  • *Aiding the senior project process by assisting seniors planning activity-type projects.*  • *Knowledge & participation in college & career readiness events, activities.*  • *Aligning the Student Activities Program to HCPS, GLOs, & CCSS.*  • *Actively planning & implementing service-learning activities, promoting volunteerism.*  • *Development of leadership & social skills within students.* |

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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.** | SAC has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | SAC’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | SAC’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | SAC’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*** |  |  |  | • *Creation of pacing guides for leadership classes.*  • *Selecting goals for the Student Activities Program that fits within the school’s Act Fin Plan.*  • *Aligning the SAP to the HCPS, GLOs, CCSS.* |

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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.** | SAC demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | SAC demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | SAC is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | SAC actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program. |
| ***Critical***  ***Attributes*** |  |  |  | • *Attending SAC meeting (district, state, HSAA) that allow SACs to share ideas & resources, presentations from State resource personnel.*  • *Attending conferences like SLC, CADA that have vendors, speakers, and new ideas for our program.* |

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| **Instructional Specialists – 1e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:**  **Planning the instructional support program, integrated with the overall school program.** | SAC’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | SAC’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | SAC’s plan is well designed to support teachers in the improvement of their instructional skills. | SAC’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*** |  |  |  | • *Planning & implementation of pacing guides for leadership classes (work on formative assessment*  *& data teams).*  • *Planning & implementation of service-learning activities & promotion of volunteerism.* |
| ***Possible Examples of Evidence*** |  | | | |

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| **Instructional Specialists – 1f** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the instructional support program.** | SAC has no plan to evaluate the program or resists suggestions that such an evaluation is important. | SAC has a rudimentary plan to evaluate the instructional support program. | SAC’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. | SAC’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*** |  |  |  |  |
| ***Possible Examples of Evidence*** |  | | | |

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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 SAC, fearing that such a request will be treated as a sign of deficiency. | Relationships with the SAC are cordial; colleagues and/or students don’t resist initiatives established by the SAC. | Relationships with the SAC are respectful, with some contacts initiated by colleagues and/or students. | Relationships with the SAC 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 SAC*  *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 SAC 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.* | | | |

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| **Instructional Specialists – 2b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for ongoing instructional improvement.** | SAC 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 SAC. | SAC promotes a culture of inquiry in which colleagues and/or students seek assistance in improving their instructional or leadership skills. | SAC has established a culture of professional inquiry in which colleagues and/or students initiate projects to be undertaken with the support of the SAC. |
| ***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.*  • *SAC’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 SAC, 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. | SAC 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 SAC*  *assistance is available to others.*  • *SAC does not respond to request for instructional support.* | • *SAC gives infrequent or incomplete information about the assistance available to others.*  • *SAC responds inconsistently to request for instructional support.* | • *SAC regularly gives information about the assistance available to others.*  • *SAC responds consistently to request for instructional support.* | • *SAC 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 SAC 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. | SAC’s effort to establish norms of professional conduct are partially successful. | SAC has established clear norms of mutual respect for professional interaction. | SAC 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.*  • *SAC does not monitor interactions among students and/or teachers.*  • *Some participants disrupt the room, without*  *apparent SAC awareness or with an ineffective response.* | • *SAC attempts to maintain order in the room, referring to norms, but with uneven success.*  • *SAC attempts to keep track of negative interactions, but with no apparent system.*  • *SAC’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.*  • *SAC frequently monitors negative interactions.*  • *SAC’s response to negative interactions is effective.* | • *SAC 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 SAC.*  • *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.** | SAC 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. | SAC makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | SAC makes highly effective use of the physical environment, with staff and students contributing to the physical arrangement. |
| ***Critical***  ***Attributes*** | • *Students not working with SAC 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 SAC 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 SAC, 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.** | SAC declines to collaborate with classroom teachers in the design of instructional lessons and units. | SAC collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | SAC initiates collaboration with classroom teachers in the design of instructional lessons and units. | SAC initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| ***Critical***  ***Attributes*** | • *SAC’s relationship with colleagues is characterized by negativity or combativeness.*  • *SAC purposefully avoids collaboration.*  • *SAC avoids involvement in assisting classroom teachers in instructional lessons and units.* | • *SAC has pleasant relationship with colleagues.*  • *When invited, SAC has collaborative relationships with colleagues.*  • *When asked, SAC assists classroom teachers in instructional lessons and units.* | • *SAC has supportive relationships with colleagues.*  • *SAC seeks out collaborative opportunities with colleagues.*  • *SAC volunteers to assist classroom teachers in instructional lessons and units.* | • *SAC takes a leadership role in promoting collaborative relationships between colleagues.*  • *SAC 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, | SAC’s efforts to engage colleagues in  professional 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 SAC 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*** | • *Observation*  • *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 SAC, colleagues implemented professional inquiry.* | | | |

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| **Instructional Specialists – 3c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Sharing expertise with staff.** | SAC’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 SAC’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 SAC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. | The quality of the SAC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. The SAC 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.*  • *SAC 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.*  • *SAC’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.*  • *SAC 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.*  • *SAC cites intra- and interdisciplinary content relationships.*  • *SAC uses ongoing methods to assess skill levels and designs instruction accordingly.*  • *Learning tasks and activities are differentiated to encourage individuals to take educational risks.*  • *SAC 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.** | SAC fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | SAC’s efforts to locate resources for instructional improvement for teachers are partially  successful, reflecting incomplete knowledge of  what is available. | SAC locates resources for instructional improvement for teachers when asked to do so. | SAC is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |

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