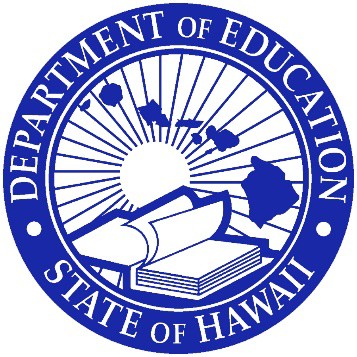
**Hawaii Adapted Framework for Teaching**

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

***Teaching, 2nd Edition***

**Framework: Instructional Specialists**

***Rubric for: Technology 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.** | TC demonstrates little or no familiarity with specialty area or trends in professional development.pdb | TC demonstrates basic familiarity with specialty area and trends in professional development. | TC demonstrates thorough knowledge of specialty area and trends in professional development. | TC’s knowledge of specialty area and trends in professional development is wide and deep; technology coordinator is regarded as an expert by colleagues. |
| ***Critical***  ***Attributes*** | • *TC is not able to share and discuss, with any specificity, past, current, or future specialty area practices and professional development to support it.* | • *TC is able to share and discuss some details of the specialty area’s practices with limited specifics for anticipated professional development needs.* | • *TC is able to broadly share and discuss details of the specialty area’s practices with specific examples of appropriate professional development.* | • *TC is often asked to participate in complex or state collaboration efforts regarding the specialty area.*  • *Technology coordinator 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*** | • *Participation in seminars, workshops, trainings, PDE3 courses, professional learning networks, forums, professional meetings, etc. on technology*  • *Evidence: agenda, minutes, certificate of participation/completion, sign-in sheet, e-ticket receipt.*  • *Technology Coordinator shared information with colleagues on technology trends.*  • *Technology Coordinator shared opportunities for professional development.* | | | |

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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.** | TC demonstrates little or no knowledge of the school’s technology program or of teacher skill in delivering that program. | TC demonstrates basic knowledge of the school’s technology program and of teacher skill in delivering that program. | TC demonstrates thorough knowledge of the school’s technology program and of teacher skill in delivering that program. | TC is deeply familiar with the school’s technology program and works to shape its future direction and actively seeks information as to teacher skill in that program. |
| ***Critical***  ***Attributes*** | • *TC does not use data for program planning.*  • *TC researches tools and information that has no effect on the teachers’ skills in delivering the program.* | • *TC uses limited sources of data for program planning.*  • *TC researches tools and information that has inconsistent effect on teachers’ skills in delivering the program.* | • *TC uses various forms of data from multiple sources for program planning.*  • *TC researches tools and information that has consistent positive effect on teachers’ skills in delivering the program.* | • *TC proactively uses various forms of data from multiple sources in anticipation of program needs.*  • *TC continuously researches tools and information that assesses teachers’ skills for delivering the program, including collaboration with other schools.* |
| ***Possible Examples of Evidence*** | • *School’s Technology Plan.*  • *Technology Coordinator participation in school technology planning efforts (ART), articulation, technology leadership team meetings, etc.*  • *Standards Based Lesson Plans with technology integration.*  • *Video/audio recordings of teaching Standards Based Lessons.*  • *Minutes from meetings with different campus role groups regarding their technology needs.*  • *Surveys of staff and students to determine if technology needs are being met and how they can be improved.* | | | |

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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.** | TC has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. | TC’s goals for the instructional support program are rudimentary and are partially suitable to the  situation and the needs of the staff. | TC’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. | TC’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*** | • *TC does not use data or other relevant information in order to establish goals.*  • *TC developed goals are not relevant or applicable to the staff.* | • *TC’s use of data or other relevant information are too limited to reflect appropriate goals.*  • *TC developed goals are relevant or applicable to only some staff.* | • *TC’s use of data or other relevant information reflect appropriate goals that are understood by staff.*  • *TC developed goals are relevant to the staff.* | • *TC utilizes ongoing assessment of current practices to establish clear and highly relevant goals to meet the needs of participants.*  • *TC efficaciously develops goals as a result of collaboration with administrators and colleagues.* |
| ***Possible Examples of Evidence*** | • *Technology Plan*  • *Technology Coordinator participation in school technology planning efforts (ART), articulation, technology leadership team meetings, etc.*  • *Minutes from meetings with different campus role groups regarding their technology needs.*  • *Surveys of staff and students to determine if technology needs are being met and how they can be improved.* | | | |

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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.** | TC demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. | TC demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. | TC is aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. | TC actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program. |
| ***Critical***  ***Attributes*** | • *TC is unaware of available resources.*  • *TC is unable to successfully provide assistance that will be beneficial to educators’ needs.*  • *Educators are unable to rely on the TC for resource support.* | • *TC is minimally aware of available resources.*  • *TC is able to provide some assistance to educators.*  • *Educators are unable to fully rely on the TC for resource support.* | • *TC has a deep and expanded awareness of available resources.*  • *TC is able to provide assistance to most all educators.*  • *Educators are able to fully rely on the TC for resource support.* | • *TC continuously seeks ways to expand knowledge in anticipation of educators’ needs.*  • *TC uses data and other sources to proactively identify future resource needs of educators.* |
| ***Possible Examples of Evidence*** | • *Survey of colleagues and administration on design and content of in-service to best meet the needs of colleagues.*  • *Pre/post results of in-service training specific to knowledge and skills gained.*  • *Log of shared innovative technology (social media, apps, hardware, etc.)*  • *Participation in seminars or professional meetings on teaching technology (PROBLEM: doesn’t “demonstrate knowledge”.)*  • *Log of shared online resources for school-level use (BrainPOP, GAFE, IXL, etc.), state-level (HIDOE Intranet, access to restricted sites, etc.), and national-level (CCSS, NGSS, SBAC, ISTE, etc.)*  • *Used social media to discover new technology innovations.* | | | |

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| **Instructional Specialists – 1e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:**  **Planning the instructional support program, integrated with the overall school program.** | TC’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | TC’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | TC’s plan is well designed to support teachers in the improvement of their instructional skills. | TC’s plan is highly coherent, taking into account the competing demands of consulting with teachers, and has been developed following consultation with administrators and teachers. |
| ***Critical***  ***Attributes*** | • *TC’s plan appears unclear and irrelevant.*  • *Lacks documentation to justify content of the plan.* | • *TC’s plan appears to be relevant and useful*  *but not comprehensive in addressing all goals.* | • *TC’s plan is relevant, useful, and*  *comprehensively designed for teachers to improve their instructional skills.* | • *TC’s plan is clear to all staff as a result of*  collaborative planning with staff and administrators.  • Expectations of supports from the TC are clearly understood. |
| ***Possible Examples of Evidence*** | • *Minutes and/or notes of in-person collaboration meetings with teachers to plan integrated technology lessons.*  • *Emails or other written correspondence with teachers to plan integrated technology lessons.*  • *Used social media to discover new technology innovations and sharing those new discoveries with staff and students.*  • *Obtained input from colleagues and administration on design on in-service to best meet the needs of colleagues.*  • *Provided pre/post results of in-service training specific to knowledge and skills gained.*  • *Provided teacher/staff in-service that incorporates innovative technologies.*  • *Participated in seminars or professional meeting on teaching technology, then shares new learnings with school-level staff.*  • *Shared resources for school-level use (KidBiz, GAFE, IXL), state-level (intranet), and national-level (CCSS, NGSS, SBAC, ISTE) while making connections to how those resources can be best utilized by the school community.* | | | |

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| **Instructional Specialists – 1f** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the instructional support program.** | TC has no plan to evaluate the program or resists suggestions that such an evaluation is important. | TC has a rudimentary plan to evaluate the instructional support program. | TC’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. | TC’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*** | • *TC does not maintain data to measure*  *program effectiveness and improvement.*  • *TC is unable to report on the success of the support program or areas of improvement.* | *TC 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.* | *TC 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.* | *TC 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*** | • *Evaluated technology program at regular intervals.*  • *Administered surveys of staff and students to determine strengths and ways to improve the program.*  • *Solicited evaluations of technology program from the various target audiences.*  • *Video/audio recording of evaluation piece.* | | | |

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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 TC, fearing that such a request will be treated as a sign of deficiency. | Relationships with the TC are cordial; colleagues and/or students don’t resist initiatives established by the technology coordinator. | Relationships with the TC are respectful, with some contacts initiated by colleagues and/or students. | Relationships with the TC 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 TC 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 TC 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.** | TC 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 TC. | TC promotes a culture of inquiry in which colleagues and/or students seek assistance in improving their instructional or leadership skills. | TC has established a culture of professional inquiry in which colleagues and/or students initiate projects to be undertaken with the support of the TC. |
| ***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.*  • *TC’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 TC, 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. | TC 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 TC*  *assistance is available to others.*  • *TC does not respond to request for instructional support.* | • *TC gives infrequent or incomplete information about the assistance available to others.*  • *TC responds inconsistently to request for instructional support.* | • *TC regularly gives information about the assistance available to others.*  • *TC responds consistently to request for instructional support.* | • *TC 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 technology coordinator 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. | TC’s effort to establish norms of professional conduct are partially successful. | TC has established clear norms of mutual respect for professional interaction. | TC 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.*  • *TC does not monitor interactions among students and/or teachers.*  • *Some participants disrupt the room, without*  *apparent TC awareness or with an ineffective response.* | • *TC attempts to maintain order in the room, referring to norms, but with uneven success.*  • *TC attempts to keep track of negative interactions, but with no apparent system.*  • *TC’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*  • *TC frequently monitors negative interactions.*  • *TC’s response to negative interactions is effective.* | • *TC 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 technology coordinator.*  • *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.** | TC 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. | TC makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. | TC makes highly effective use of the physical environment, with staff and students contributing to the physical arrangement. |
| ***Critical***  ***Attributes*** | • *Students not working with TC 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 TC 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 TC, 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.*  • *Documented (pictorial, video, etc.) layout of technology classroom.*  • *Photos of classroom layout.*  • *Video of classroom layout with narrative explaining how the space is utilized.* | | | |

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| **Instructional Specialists – 3a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Collaborating with teachers in the design of instructional units and lessons.** | TC declines to collaborate with classroom  teachers in the design of instructional lessons and units. | TC collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | TC initiates collaboration with classroom teachers in the design of instructional lessons and units. | TC initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| ***Critical***  ***Attributes*** | • *TCr’s relationship with colleagues is characterized by negativity or combativeness.*  • *TC purposefully avoids collaboration.*  • *TC avoids involvement in assisting classroom teachers in instructional lessons and units.* | • *TC has pleasant relationship with colleagues.*  • *When invited, TC has collaborative relationships with colleagues.*  • *When asked, TC assists classroom teachers in instructional lessons and units.* | • *TC has supportive relationships with colleagues.*  • *TC seeks out collaborative opportunities with colleagues.*  • *TC volunteers to assist classroom teachers in instructional lessons and units.* | • *TC takes a leadership role in promoting collaborative relationships between colleagues.*  • *TC 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, | TC’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 TC 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 technology coordinator, colleagues implemented professional inquiry.* | | | |

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| **Instructional Specialists – 3c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Sharing expertise with staff.** | TC’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 technology coordinator’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 TC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. | The quality of the TC’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. The TC 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.*  • *TC 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.*  • *TC’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.*  • *TC 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.*  • *TC cites intra- and interdisciplinary content relationships.*  • *TC uses ongoing methods to assess skill levels and designs instruction accordingly.*  • *Learning tasks and activities are differentiated to encourage individuals to take educational risks.*  • *TC 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.** | TC fails to locate resources for instructional improvement for teachers, even when specifically requested to do so. | TC’s efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available. | TC locates resources for instructional improvement for teachers when asked to do so. | TC is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. |
| ***Critical***  ***Attributes*** | • *TC does not seek and share resources.* | • *TC seeks and share a few resources within the school.* | • *TC shares a wide array of resources within the school, including online resources.* | • *TC seeks and shares a wide array of resources within and outside of school, including online resources.* |
| ***Possible Examples of Evidence*** | • *Log of shared innovative technology (social media, apps, hardware, etc.)*  • *Log of shared online resources for school-level use (BrainPOP, GAFE, IXL, etc.), state-level (HIDOE Intranet, access to restricted sites, etc.), and national-level (CCSS, NGSS, SBAC, ISTE, etc.)*  • *Searched for and reviewed innovative technologies found through Google, Twitter, social media, professional learning network, etc.*  • *Explored online videos (i.e. YouTube, Schooltube, Teacherstube, Discovery Ed, etc.) to learn about new technology resources for instructional improvement.*  • *Participated in school technology planning efforts to learn about teacher and staff technology needs – Academic Review Team (ART), articulation, technology leadership team meetings.*  • *Minutes from meetings with different campus role groups and their identified technology needs.* | | | |

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