

Center Grove Rubric for Instructional Specialist (v.2019)

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Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Planning and Preparation (30.00%)

1.1 Demonstrating knowledge of current trends in specialty area and professional development

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.1.HE.1)

Instructional specialist's knowledge of specialty areas are accurate and trends in professional development regarded as being "proactive" by keeping abreast of things to come; specialist is regarded as an expert by colleagues (1.1.HE.2)

Demonstrates thorough knowledge of a few specialty areas and trends in professional development (1.1.E.2)

Demonstrates basic familiarity with specialty area and trends in professional development (1.1.IN.2)

Demonstrates little or no familiarity with specialty areas or trends in professional development (1.1.I.2)

1.2 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.2.HE.1)

Instructional specialist is deeply familiar with a school's goals, works to shape its future direction, makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Instructional Specialist actively seeks information from administrators or teachers as to teacher skill level in that program (1.2.HE.2)

Demonstrates basic knowledge of a school's goals and teacher skill level in delivering that pedagogy and makes contributions when asked (1.2.E.2)

Demonstrates little knowledge of a school's program and of teacher skill in delivering that pedagogy (1.2.IN.2)

Demonstrates no knowledge of or makes assumptions of a school's goals or of teacher skill in delivering that pedagogy (1.2.I.2)

1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.3.HE.1)

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Instructional specialist'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/or colleagues (1.3.HE.2)

Goals for the instructional support program are clear and are suitable to the situation and the needs of staff (1.3.E.2)

Goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff (1.3.IN.2)

Has no clear goals for the instructional support program presented in a workshop or modeled lesson, or they are inappropriate to either the situation or the needs of the staff (1.3.I.2)

1.4 Demonstrating knowledge of resources, both within and beyond the school district

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.4.HE.1)

Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program, as well as actively pursues professional development opportunities that make a substantial contribution to the profession outside the corporation level (1.4.HE.2)

Is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills (1.4.E.2)

Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skill (1.4.IN.2)

Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills (1.4.I.2)

1.5 Planning the instructional support program, integrated with the overall school program

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.5.HE.1)

Instructional specialist'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 (1.5.HE.2)

Plan is well designed to support teachers in the improvement of their instructional skills (1.5.E.2)

Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (1.5.IN.2)

Plan consists of random collection of unrelated activities, lacking coherence or an overall structure (1.5.I.2)

1.6 Reflecting on Practice

Highly Effective

Effective

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Ineffective

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A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (1.6.HE.1)

Instructional Coach's reflection is highly accurate and perceptive, citing specific examples. Instructional Coach makes specific suggestions as to how the support program might be improved. (1.6.HE.2)

Reflection provides an accurate and objective description of practice citing specific positive and negative characteristics. Instructional Coach makes some specific adjustments to improve his/her practice based on participant feedback. (1.6.E.2)

Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved (1.6.IN.2)

Does not reflect on practice, or the reflections are inaccurate or self-serving (1.6.I.2)

Domain 2: The Environment (25.00%)

2.1 Creating an environment of trust and respect

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (2.1.HE.1)

Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers (2.1.HE.2)

Relationships with the instructional specialist are respectful, with some contacts initiated by teachers (2.1.E.2)

Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist (2.1.IN.2)

Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency (2.1.I.2)

2.2 Establishing a culture for ongoing instructional improvement

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (2.2.HE.1)

Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist (2.2.HE.2)

Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills (2.2.E.2)

Teachers do not resist the offerings of support from the instructional specialist (2.2.IN.2)

Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement (2.2.I.2)

2.3 Establishing clear procedures for teachers to gain access to instructional support

Highly Effective

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Ineffective

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A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (2.3.HE.1)

Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers (2.3.HE.2)

Has established clear procedures for teachers to use in gaining access to support (2.3.E.2)

Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not (2.3.IN.2)

When teachers want to access assistance from the instructional specialist, they are not sure how to go about it (2.3.I.2)

2.4 Establishing and maintaining norms of behavior for professional development interactions

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (2.4.HE.1)

Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct (2.4.HE.2)

Has established clear norms of mutual respect for professional interaction and consistently directs adult interactions (2.4.E.2)

Efforts to establish norms of professional conduct are partially successful; however, inconsistently directs adult interactions (2.4.IN.2)

No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another (2.4.I.2)

2.5 Organizing physical space for workshops or training

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (2.5.HE.1)

Instructional specialist makes highly effective use of the physical environment and Authentically engages participants in the workshop activities. Instructional specialist anticipates and responds to teacher needs when preparing power point presentations, handouts, and brochures. These items are current, impactful, and accurate. They are delivered in an engaging, organized fashion with proper spelling, grammar, and punctuation (2.5.HE.2)

Makes good use of the physical environment for the training. Engagement level of participants is strategic and materials are organized (2.5.E.2)

Makes poor use of the physical space for the training, but physical environment does not impede workshop activities. Engagement levels of participants are low. Materials are not impactful or contain mistakes (2.5.IN.2)

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 (2.5.I.2)

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Domain 3: Delivery of Service (30.00%)

3.1 Collaborating with teachers and colleagues in the design of instructional units, presentations, and lessons

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (3.1.HE.1)

Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units or presentations, locating additional resources from sources outside the school. Specialist also collaborates with colleagues to plan and organize presentations, workshops, or school events (3.1.HE.2)

Initiates collaboration with classroom teachers in the design of instructional lessons, presentations, and units (3.1.E.2)

Collaborates with classroom teachers in the design of instructional lessons, presentations, and units when specifically asked to do so (3.1.IN.2)

Declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations (3.1.I.2)

3.2 Engaging teachers in learning new instructional skills

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (3.2.HE.1)

Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth (3.2.HE.2)

All teachers are engaged in acquiring new instructional skills (3.2.E.2)

Efforts to engage teachers in professional learning are partially successful, with some participating (3.2.IN.2)

Teachers decline opportunities to engage in professional learning (3.2.I.2)

3.3 Sharing expertise with staff

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (3.3.HE.1)

The quality of the instructional specialist's lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. "Best practices" are modeled by specialist during presentations. The instructional specialist conducts extensive follow-up work with teachers (3.3.HE.2)

Quality of the instructional specialist's lessons and workshops is high and appropriate to the needs of the teachers being served. Specialist occasionally models "best practices" during presentations. Specialist conducts little follow-up work with teachers (3.3.E.2)

Quality of the instructional specialist's lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served. "Best practices" are considered but not modeled. (3.3.IN.2)

Lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served (3.3.I.2)

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3.4 Locating resources for teachers to support instructional improvement

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (3.4.HE.1)

Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs (3.4.HE.2)

Locates resources for instructional improvement for teachers when asked to do so (3.4.E.2)

Efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available (3.4.IN.2)

Fails to locate resources for instructional improvement for teachers, even when specifically requested to do so (3.4.I.2)

3.5 Demonstrating flexibility and responsiveness

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Instructional Specialist meets the criteria for Effective as well as some of the following: (3.5.HE.1)

Instructional specialist is continually seeking ways to improve and makes changes as needed in response to stakeholders request or teacher input (3.5.HE.2)

Makes revisions when it is needed (3.5.E.2)

Makes modest changes when confronted with evidence of the need for change (3.5.IN.2)

Adheres to his/her plan, in spite of evidence of its inadequacy (3.5.I.2)

Domain 4: Professional Responsibilities (15.00%)

4.1 Attendance

Meets Standard

Does Not Meet Standard

Individual meets or exceeds established corporation attendance requirements/guidelines (4.1.MS)

Individual fails to meet or established corporation attendance requirements/guidelines (4.1.DNMS)

4.2 On-Time Arrival

Meets Standard

Does Not Meet Standard

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Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines (4.2.MS)

Individual fails to meet established corporation Arrival and Departure time requirements/guidelines (4.2.DNMS)

4.3 Policies, Procedures and Expectations

Meets Standard

Does Not Meet Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.MS)

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.DNMS)

4.4 Respect

Meets Standard

Does Not Meet Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.MS)

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.DNMS)

4.5 District/Building Goals

Meets Standard

Does Not Meet Standard

Individual implements District/Building/Grade-level/Department goals and or initiatives (4.5.MS)

Individual fails to or refuses to implement District/Building/Grade-level/Department goals and or initiatives (4.5.DNMS)