

DANIELSON FRAMEWORK: INSTRUCTIONAL SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline

- Demonstrates an understanding of the critical concepts and content of the discipline
- Demonstrates a range of research-based practice to provide the instructional support services
- Commitment to ongoing learning

1b. Identifies the Instructional Improvement Needs of the Teachers Served

- Data analysis
- Attend district meetings
- Classroom visitations
- Schedule informal informational meetings with teachers

1c. Identifies Clear, Specific, and Appropriate Goals for the Instructional Support Program

- Clear communication
- Provides specific goals
- Explains purpose for school program
- Anticipates needs of teachers prior to initiation of school program

1d. Identifies Resources for the Instructional Support Program that are Available Within and Also Outside the School/District

- Provides school resources
- Provides district resources
- Seeks resources outside of district (networking with other districts, conferences, grants, calling publishers for samples, etc.)

1e. Plans a Coherent Program of Instructional Support Fully Integrated with the School Program

- Collaborates with principal to develop a plan for program
- Plan to supports teachers in the improvement of instructional skills
- Plan to support implementation of SIP
- Plan to supports implementation of DIP

1f. Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program

- Plan for assessing and improving the implementation of school programs

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reviews and Reflects on Practices to Inform Improvement

- Reflects with EISTs, IDT meetings, SDT meetings, and with administrators
- Review coaching practice and provide accurate information
- Applies reflection to future presentations, PD

4b. Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets, and Reports

DOMAIN 2: ENVIRONMENT

2a. Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration

- Relationships are respectful
- Perceived as support and ally
- Uses respectful language
- Validates concerns
- Listens attentively

2b. Promotes a Culture of Continuous Instructional Improvement

- Promotes professional inquiry
- Teachers feel comfortable in reaching out for support in their insurrectional improvement efforts

2c. Develops Processes and Procedures for Teachers to Participate in Support Activities

- Communicates process and procedures for accessing services and resources
- Teachers understand procedures and access

2d. Establishes Clearly Defined Norms for Professional Conduct

- Establish and adhere to norms for professional conduct

2e. Organizes Physical Space for Professional Learning

- Resources and materials are organized and accessible
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DOMAIN 3: DELIVERY OF SERVICES

3a. Collaborates with Teachers to Design Rigorous, Standards-Based Classroom Instruction

- Curriculum writing
- Instructional data team discussions – Step 4- effective teaching strategies

3b. Addresses the Instructional Improvement Needs of the Teachers Served

- Provide differentiated coaching as needed

- Documents are accurate
- Documents are on time
- Follows established procedures

4c. Coordinates Improvement Efforts with Other Specialists

- Collaborates with other specialists to discuss a variety of issues
- Clear aligned vision

4d. Engages with the Larger School Community

- Collaborates with school and community stakeholders
- Attends school events

4e. Enhances professional Capacity Through Ongoing Professional Learning

- Seeks professional learning opportunities to improve professional practice
- Shares learning

4f. Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and Confidentiality

- honesty
- integrity
- confidentiality

- Model lessons in classrooms
- Collaborating in IDT

3c. Engages Teachers in Learning New Instructional Strategies and Practices

- Model lessons
- Collaboration
- Book clubs
- Workshops

3d. Provides Relevant and Timely Feedback to Teachers

- Provides feedback
- Goal setting
- Provide support

3e. Provides Responsive Professional Support

- Adjust supports for changing teachers needs
- Persistence
- Flexibility

DOMAIN 1: PLANNING AND PREPARATION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a. Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline	1a. ♦ Specialist demonstrates little of no understanding of the critical concepts and content of the discipline.	1a. ♦ Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services.	1a. ♦ Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services.	1a. ♦ Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services
1b. Identifies the Instructional Improvement Needs of the Teachers Served	1b. ♦ Specialist has little to no knowledge of the instructional improvement needs of the teachers served.	1b. ♦ Specialist has limited knowledge of the teachers instructional improvement needs.	1b. ♦ Specialist knows the instructional improvement needs of the teachers served.	1b. ♦ Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.
1c. Identifies Clear, Specific, and Appropriate Goals for the Instructional Support Program	1c. ♦ Specialist's goals are either inappropriate or unclear. ♦ The goals do not align with the teachers' needs.	1c. ♦ Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support.	1c. ♦ Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. ♦ Teachers accept and endorse the goals.	1c. ♦ Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.
1d. Identifies Resources for the Instructional Support Program That are Available Within and/or also Outside the School/District	1d. ♦ Specialist does not identify resources to support the instructional support program.	1d. ♦ Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills.	1d. ♦ Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity.	1d. ♦ Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. ♦ Teachers share their knowledge of external resources with the Specialist.
1e. Plans a Coherent Program of Instructional Support Fully Integrated with the School Program	1e. ♦ Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. ♦ The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	1e. ♦ The planned instructional support program is integrated with the school program in limited ways. ♦ The planned instructional support program reflects a limited degree of coherence.	1e. ♦ The planned instructional support program is fully integrated with the school program. ♦ The planned instructional support program offers an organized and coherent approach to instructional improvement.	1e. ♦ The planned instructional support program is fully integrated with the school program and designed to drive its goals. ♦ The planned instructional support program is coherent and helps bring additional coherence to the school program.
1f. Develops a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program	1f. ♦ Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program. ♦ The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence.	1f. ♦ The planned instructional support program is integrated with the school program in limited ways. ♦ The planned instructional support program reflects a limited degree of coherence.	1f. ♦ The planned instructional support program is fully integrated with the school program. ♦ The planned instructional support program offers an organized and coherent approach to instructional improvement.	1f. ♦ The planned instructional support program is fully integrated with the school program and designed to drive its goals. ♦ The planned instructional support program is coherent and helps bring additional coherence to the school program.

DOMAIN 2: ENVIRONMENT

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a. Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration	2a. ♦ Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	2a. ♦ Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. ♦ Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist.	2a. ♦ Most teachers participate in professional learning initiated by the Specialist. ♦ Some teachers initiate contact with the Specialist to seek support for collaborative efforts to improve instructional practices. ♦ Teachers indicate that the instructional improvement efforts are respectful and responsive.	2a. ♦ Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning. ♦ Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration.
2b. Promotes a Culture of continuous Instructional Improvement	2b. ♦ Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	2b. ♦ Specialist attempts to build a culture of continuous improvement are mixed. ♦ Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist.	2b. ♦ Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. ♦ Teachers feel comfortable in reaching out for support in their instructional improvement efforts.	2b. ♦ Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives.
2c. Develops Processes and Procedures for Teachers to participate in Support Activities	2c. ♦ No processes or procedures are in place. ♦ Teachers do not know how to access the services provided by the Specialist.	2c. ♦ Teachers have a limited understanding of how to access services offered by the Specialist. ♦ Processes and procedures lack the specificity necessary to guide teachers.	2c. ♦ Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. ♦ Teachers understand the procedures and use them to access services.	2c. ♦ Clear processes and procedures to access the range of services provided are in place and well communicated. ♦ The essential stakeholders participated in developing the procedures and promote their use among the teachers.
2d. Establishes Clearly Defined Norms for Professional Conduct	2d. ♦ Norms for professional conduct have not been defined. ♦ Adult interactions can be described as unproductive and often disrespectful.	2d. ♦ Specialist makes limited attempts to establish norms for adult interactions. ♦ Adult interactions are inconsistently productive and respectful.	2d. ♦ Clear norms for guiding professional conduct have been established and promoted within the school. ♦ The norms frame productive and respectful interactions among the adults.	2d. ♦ Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms.
2e. Organizes Physical Space for Professional Learning	2e. ♦ Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. ♦ The physical environment and the activities designed to support professional learning are poorly aligned. ♦ Teachers do not feel comfortable in the space.	2e. ♦ Spaces for group work are sufficiently organized so that they do not constrain the professional learning. ♦ Teachers generally feel comfortable in the workspace.	2e. ♦ Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an “adult” environment that is free of distractions. ♦ Teachers are comfortable in the physical space.	2e. ♦ Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning. ♦ Teachers are comfortable in the physical space and often use it for their own meetings.

DOMAIN 3: DELIVERY OF SERVICES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3a. Collaborates with Teachers to Design Rigorous, Standards-Based Classroom Instruction	<p>3a. ♦ Specialist does not collaborate with teachers in designing classroom instruction.</p>	<p>3a. ♦ Specialist provides limited support to teachers in designing classroom instruction. ♦The support is often more cooperative than collaborative.</p>	<p>3a. ♦ Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.</p>	<p>3a. ♦ Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging.</p>
3b. Addresses the Instructional Improvement Needs of the Teachers Served	<p>3b. ♦ The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served.</p>	<p>3b. ♦ The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served.</p>	<p>3b. ♦ The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served.</p>	<p>3b. ♦ The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs.</p>
3c. Engages teachers in Learning New Instructional Strategies and Practices	<p>3c. ♦ Specialist is not successful in promoting professional learning. ♦ Teachers do not take part in professional learning.</p>	<p>3c. ♦ Specialist has limited success in promoting opportunities for professional learning. ♦ Some teachers engage in the professional learning provided.</p>	<p>3c. ♦ Specialist successfully engages teachers in learning new instructional strategies and practices. ♦ Teachers participate in the professional learning.</p>	<p>3c. ♦ Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. ♦ Teachers are highly motivated participants in ongoing professional learning.</p>
3d. Provides Relevant and Timely Feedback to Teachers	<p>3d. ♦ There is little or no feedback given to teachers regarding their professional growth. ♦ Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment.</p>	<p>3d. ♦ Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent.</p>	<p>3d. ♦ Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth.</p>	<p>3d. ♦ Specialist integrates multiple types of evidence, including teachers' self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. ♦ Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.</p>
3e. Provides Responsive Professional Support	<p>3e. ♦ Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness.</p>	<p>3e. ♦ Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs.</p>	<p>3e. ♦ Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change.</p>	<p>3e. ♦ Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. ♦ Services are adapted as needed to ensure responsiveness.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a. Reviews and Reflects on Practice to Inform Improvement	<p>4a. ♦ Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement.</p>	<p>4a. ♦ Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable.</p>	<p>4a. ♦ Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes.</p> <p>♦ Recommendations for improvement are specific and focused on program improvement.</p>	<p>4a. ♦ Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided.</p> <p>♦ Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.</p>
4b. Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets, and Reports	<p>4b. ♦ Specialist does not follow procedures that have been established for developing and submitting required documents.</p> <p>♦ Required documents are usually inaccurate and late.</p>	<p>4b. ♦ Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports.</p> <p>♦ Required documents are often submitted late.</p>	<p>4b. ♦ Specialist follows established procedures to guide the development of budgets, service records, and reports.</p> <p>♦ Required documents are accurate and submitted on time.</p>	<p>4b. ♦ Specialist follows and informs the improvement of established procedures for developing and submitting required reports.</p> <p>♦ Budgets are designed to support improvement by reflecting diagnosed needs.</p> <p>♦ Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p>
4c. Coordinates Improvement Efforts with Other Specialists	<p>4c. ♦ Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school.</p>	<p>4c. ♦ Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work.</p>	<p>4c. ♦ Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.</p>	<p>4c. ♦ Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</p>
4d. Engages with the Larger School community	<p>4d. ♦ Specialist does not participate in school committees, projects, and/or events.</p> <p>♦ Professional relationships with peers are distant or negative.</p>	<p>4d. ♦ Specialist selectively engages with school committees, projects, and/or events, typically when asked.</p> <p>♦ Relationships with colleagues are professionally courteous.</p>	<p>4d. ♦ Specialist actively participates in, supports, and contributes to school committees, projects, and/or events.</p> <p>♦ Professional relationships are positive, cooperative, and productive.</p>	<p>4d. ♦ Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p>
4e. Enhances Professional Capacity Through Ongoing Professional Learning	<p>4e. ♦ Specialist does not participate in professional learning.</p>	<p>4e. ♦ Specialist participates only in professional learning that is required by the district or state.</p> <p>♦ Specialist makes limited attempts to share the professional learning with school staff.</p>	<p>4e. ♦ Specialist seeks professional learning opportunities, including coaching, to improve professional practice.</p> <p>♦ Specialist schedules opportunities to share the professional learning with colleagues.</p>	<p>4e. ♦ Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at the professional conferences. Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</p>
4f. Demonstrates Professionalism by Adhering to the Highest Standards of Integrity and confidentiality	<p>4f. ♦ Specialist violates teachers' confidentiality and acts with low levels of integrity.</p> <p>♦ Teachers do not trust this Specialist.</p>	<p>4f. ♦ Specialist is inconsistent in honoring both confidentiality and professional integrity.</p> <p>♦ Teachers have low levels of trust in this Specialist.</p>	<p>4f. ♦ Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality.</p> <p>♦ Teachers trust this Specialist.</p>	<p>4f. ♦ Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school.</p> <p>♦ Teachers seek out and trust this Specialist.</p>