

Mapleton Educator Effectiveness Instructional Specialist Self-Assessment Tool



Instructional Specialist: _____ School: _____

Assignment: _____ Date: _____

Directions: Consider your practice and determine, for each component of the framework, the level of performance that best reflects your own assessment. Circle or highlight the performance level you believe best fits your practice.

Domain I: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Applying Knowledge of Content and Pedagogy	The specialist lacks sufficient knowledge of content and pedagogy to support teacher growth and development.	The specialists' understanding of the content and pedagogy is limited and only partially supports effective teacher growth and development.	The specialists' understanding of the content and pedagogy supports effective teacher growth and development.	The specialists' understanding of content and pedagogy fosters deeper learning, teacher agency, and intellectual dispositions such as curiosity, reasoning, and reflection which leads to enhanced teacher growth and development.
1b Knowing and Valuing Teachers	The specialist lacks sufficient knowledge of the teachers they support.	The specialists' knowledge of teachers is limited and only partially supports instructional improvement and teacher growth.	The specialists' knowledge of teachers supports instructional improvement and enables the specialist to build upon individual teacher assets and needs.	The specialists' knowledge of teachers is extensive and fosters teacher learning and development to support implementation of high-quality instruction.
1c Setting Appropriate Goals to Support Instruction	Specialist's goals are not identified, are not rigorous, or are inappropriate or unclear. The goals do not align with the teachers' needs.	Specialist's goals are partially defined, moderately rigorous, and/or minimally aligned with teachers' needs for instructional support.	Specialist's goals are rigorous and appropriate to support teachers and the school-wide instructional goals.	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-wide instructional goals through autonomy, curiosity, and intellectual risk-taking.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1 d Using Resources Effectively	The specialist is not aware of or does not appropriately or effectively use instructional materials and other resources to support teacher learning and development.	The specialist has limited knowledge of instructional materials and other resources within the school or district to support teacher learning and development.	The specialist's knowledge of instructional materials and other resources within the school and district, leads to discerning choices to support teacher learning and development.	The specialist makes deliberate decisions in the use of instructional materials and other resources to meet individual teacher needs and support teacher autonomy and intellectual engagement.
1 e Planning Coherent Instructional Supports	The design of the instructional support program does not support teacher learning and development and is not aligned with the school program.	The design of the instructional supports is somewhat coherent in structure, partially supports teachers to meet their intended outcomes.	The design of the instructional supports is fully integrated with school goals and provides targeted and coherent supports for instructional improvement.	The design of the instructional supports prioritizes school and district-wide instructional improvement and supports teacher assumption of responsibility for instructional improvement.
1 f Designing and Analyzing Evaluation of Instructional Supports	The design of the instructional support program does not support teacher learning and development and is not aligned with the school program.	The design of the instructional supports is somewhat coherent in structure, partially supports teachers to meet their intended outcomes.	The design of the instructional supports is fully integrated with school goals and provides targeted and coherent supports for instructional improvement.	The design of the instructional supports prioritizes school and district-wide instructional improvement and supports teacher assumption of responsibility for instructional improvement.

Domain 2: Learning Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2 a Cultivating Respectful and Affirming Environments	Learning environments lacks collaboration and is not characterized as a safe place to ask for assistance or take risks.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive, collaborative relationships that are intentionally nurtured and celebrated.	Teachers feel empowered to play an active role in creating a collaborative learning community as result of a positive, nurturing, and respectful environment having already been established.
2 b Fostering a Culture of Continuous Instructional Improvement	Specialist does not foster a culture of continuous instructional improvement.	Specialist attempts to foster a culture of continuous instructional improvement, which is only partially successful.	Specialist fosters a culture that is characterized by high expectations that acknowledge continuous instructional improvement.	Specialist empowers teachers to play an active role in establishing and maintaining a culture of continuous instructional improvement that consistently fosters dialogue, reflection, and growth.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2 c Maintaining Purposeful Processes and Procedures	There are no processes and procedures in place to guide teachers in understanding how to access instructional supports.	There are limited processes and procedures in place to guide teachers in understanding how to access instructional supports.	Clear processes and procedures are in place to guide teachers in understanding how to access instructional supports.	Processes and procedures clearly developed and communicated to guide teachers in understanding how to access a wide range of instructional supports.
2 d Establishing Clearly Defined Norms	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful.	Specialist makes limited attempts to establish norms for professional conduct; adult interactions are inconsistently productive and respectful.	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among adults.	Specialist holds himself and teachers accountable to clearly established norms of professional conduct.
2 e Organizing Physical Space	Professional learning spaces are poorly organized resulting in lost time, a sense of chaos and lack of engagement.	Professional learning spaces are adequately organized to support professional learning.	Professional learning spaces are purposefully chosen and well organized to minimize lost time, ensure the engagement of participants, and provide an adult environment free of distractions.	Professional learning spaces are collaboratively chosen, when applicable, and flexibly designed to support multiple approaches to support professional learning.

Domain 3: Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Collaboration About Purpose and Content	Specialist does not collaborate with teachers in designing classroom instruction.	Specialist provides limited support to teachers in designing classroom instruction. The support is more directives than collaborative.	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction.	Teachers take the initiative to work with the Specialist to design classroom instruction that is standards-based, rigorous, and engaging.
3 b Addresses and Supports Instructional Needs of Teachers	The instructional improvement support designed and delivered by the specialist is of poor quality and does not address the needs of the teachers served.	The instructional improvement support designed and delivered by the specialist is of limited quality and only partially addresses the needs of the teachers served.	The instructional improvement support designed and delivered by the specialist is of high-quality, researched-based and appropriately addresses the needs of the teachers served.	The instructional improvement support is co-designed by the specialist and the teacher from a variety of high quality, research-based strategies, based on teacher self-reflection and advocacy.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Teachers in Learning	Specialist is not successful in providing professional learning. Teachers do not take part in professional learning.	Specialist has limited success in providing opportunities for professional learning. Some teachers engage in the professional learning provided.	Specialist successfully provides teachers with extended instructional strategies and practices. Teachers engage and explore multiple ways for implementation of professional learning.	Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated to engage and explore multiple ways for ongoing implementation of professional learning.
3d Provides Relevant and Timely Feedback to Teachers	Specialist does not provide feedback to teachers and/or feedback is ineffective in promoting professional growth.	Specialist provides limited and/or inconsistent feedback to teachers and feedback does not promote professional growth.	Specialist provides timely, consistent, and effective feedback to teachers to promote professional growth and extend learning opportunities.	Specialist integrates multiple types of evidence to provide timely, consistent, and highly effective feedback to teachers to promote professional growth and extend learning opportunities.
3 e Responding Flexibly to Align and Deliver Professional Development	Specialist does not attempt to provide responsive or flexible professional development that supports district, building or teacher needs.	Specialist has limited success in providing professional development that is aligned and integrated with district, building, and teacher needs.	Specialist responds flexibly by adapting and adjusting professional development, aligning and integrating district initiatives with building and teacher needs.	Specialist acts as a liaison to collaborate with and solicit input from key stakeholders to ensure that professional development is aligned and integrated with district, building and teacher needs. Specialist provides opportunities for building staff to co-design and deliver professional development within the building.

Domain 4: Principled Practice

Component	Unsatisfactory	Basic	Proficient	Distinguished
4 a Engaging in Reflective Practice	Specialist does not appear to engage in reflective practice and is not aware of opportunities for improvement.	The specialist's reflective practice leads to some accurate assessment of the success of instruction, but reflection does not lead to changes and adjustments.	Specialist thoughtfully reflects on the implementation and impact of instructional improvement leading to accurate assessment of the success of instruction, and results in specific changes and adjustments.	The specialist consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting teachers.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4 b Documenting and Communicating Instructional Progress	Specialist is not organized or prepared and does not follow building procedures for documenting and communicating instructional progress.	Specialist is somewhat prepared and organized and has limited success in following established building procedures for documenting and communicating instructional progress.	Specialist is prepared and organized and follows established building procedures for effectively documenting and communicating instructional progress.	Specialist is consistently prepared and organized and takes initiative to create innovative ways, that are viewed as exemplars to guide the work of others in effectively documenting and communicating instructional progress.
4 c Engaging Improvement Efforts with Other Specialists	Specialist tends to work in isolation, does not coordinate improvement efforts with other specialists.	Specialist makes some effort to collaborate with other specialists and is only minimally successful in building capacity to support instructional improvement.	Specialist consistently collaborates with other specialists to deepen understanding of best practices and build capacity, within the building, to support effective instructional improvement.	Specialists seeks opportunities to coordinate improvement efforts with other specialists, including external stakeholders to support instructional improvement.
4d Contributing to School Community and Culture	Specialist does not participate in school committees, projects, and/or events. Relationships with colleagues are distant or negative.	Specialist selectively engages with school committees, projects, and/or events. Relationships with colleagues are professionally courteous.	Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Relationships with colleagues are positive, cooperative, and productive.	Specialist seeks opportunities to engage in school committees, projects, and/or events and makes significant contributions to these, often taking a leadership role. Relationships with colleagues lead to a positive school community and culture.
4 e Growing and Developing Professionally	Specialist does not participate in professional learning.	Specialist participates only in required professional learning and/or makes limited attempts to share professional learning with others.	Specialist seeks professional learning opportunities to improve professional practice. Specialist engages in opportunities to share professional learning with colleagues and others.	Specialist consistently seeks out professional learning, including feedback. Specialist applies learning and feedback to enhance the professional knowledge and skills in their practice as well as the practice of others.
4 f Acting in Service of Teachers	Specialist acts unethically, with low levels of integrity.	Specialist acts ethically; attempts to make deliberate decisions in the best in interest of teachers. Specialist is inconsistent in modeling honesty, integrity, and confidentiality.	Specialist models high standards of ethical practice and wise decision making based on honesty, integrity, and confidentiality. Specialist builds trust with teachers.	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. Teachers seek out and trusts the specialist.