

Mapleton Evaluation System for Instructional Specialists

Domain 1: Planning and Preparation (Instructional Specialists)

<i>1a Applying Knowledge of Content and Pedagogy</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.
<i>1b Knowing and Valuing Teachers</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.
<i>1c Setting Appropriate Goals to Support Instruction</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

<i>1d Using Resources Effectively</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>1e Planning Coherent Instructional Supports</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>1f Designing and Analyzing Evaluation of Instructional Supports</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		There is no plan to assess the efficacy of the instructional support program.	Specialist has developed a basic plan and process to assess the instructional support program, that will partially support the specialist in determining whether teacher learning, and development is supporting instructional improvements.	Specialist has developed a coherent plan and process to assess the implementation and impact of the instructional support program. Evidence of teacher learning and development is clearly stated, and timely and valuable feedback is provided to teachers based on evidence.

Domain 2: Learning Environment (Instructional Specialists)

<i>2a Cultivating Respectful and Affirming Environments</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.
<i>2b Fostering a Culture of Continuous Instructional Improvement</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.
<i>2c Maintaining Purposeful Processes and Procedures</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

<i>2d Establishes Clearly Defined Norms</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

<i>2e Organizing Physical Space</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

Domain 3: Delivery of Services (Instructional Specialists)

<i>3a Collaboration About Purpose and Content</i>				
Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

3b Addresses and Supports Instructional Needs of Teachers

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

3c Engaging Teachers in Learning

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

3d Provides Relevant and Timely Feedback to Teachers

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
		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.

3e Responding Flexibly to Align and Deliver Professional Development

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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 (Instructional Specialists)

4a Engaging in Reflective Practice

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

4b Documenting and Communicating Instructional Progress

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

4c Engaging Improvement Efforts with Other Specialists

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

4e Growing and Developing Professionally

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.

4f Acting in Service of Teachers

Overall Component Determination	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
	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.