

DOMAIN 1 FOR ENGAGED LEARNING SPECIALIST: PLANNING AND PREPARATION				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge of current trends in ELS and professional development	ELS demonstrates little or no familiarity with instructional technology or trends in professional development.	ELS demonstrates basic familiarity with instructional technology and trends in professional development	ELS demonstrates thorough knowledge of instructional technology and trends in professional development.	ELS's knowledge of instructional technology and trends in professional development is wide and deep; ELS is regarded as an expert by colleagues.
1b Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.	ELS demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	ELS demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	ELS demonstrates sufficient knowledge of the school's program and of teacher skill in delivering that program.	ELS is thoroughly familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c Establishing goals for the ELS appropriate to the setting and the students served	ELS has no clear goals for technology instruction, or they are inappropriate to either the situation in the school or the age of the students	ELS goals for technology instruction are rudimentary and are partially suitable to the situation in the school and the age of the students.	ELS goals for technology instruction are clear and appropriate to the situation in the school and to the age of the students.	ELS goals for technology instruction are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d Establishing goals for ELS appropriate to the setting and teachers served	ELS has no clear goals for the program, or they are inappropriate to either the situation or the staff needs.	ELS goals for the program are rudimentary and are partially suitable to the situation and the staff needs.	ELS goals are clear and are suitable to the situation and staff needs.	ELS goals are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1e Demonstrating knowledge of resources, both within and beyond the school and district	ELS demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	ELS demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills	ELS is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	ELS actively seeks new resources from a wide range of resources to enrich teachers' skills in implementing the school's program.
1f Planning the instructional support program, integrated with the overall school program	ELS plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	ELS plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	ELS plan is well designed to support teachers in the improvement of their instructional skills.	ELS plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers. It has been developed following consultation with administrators and teachers.
1g Developing a plan to evaluate the Engaged Learning Specialist program	ELS has no plan to evaluate the program or resists suggestions that such an evaluation is important.	ELS has a rudimentary plan to evaluate the program.	ELS 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.	ELS evaluation plan is highly sophisticated, with varied sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR ENGAGED LEARNING SPECIALIST: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a Creating an environment of respect and rapport with teachers	Teachers are reluctant to request assistance from the ELS fearing that such a request will be treated as a sign of deficiency.	Relationships with the ELS are cordial; teachers don't resist initiatives established by the ELS.	Relationships with ELS are respectful, with some contacts initiated by teachers.	Relationships with the ELS are highly respectful and trusting, with many contacts initiated by teachers.
2b Establishing a culture for learning	ELS conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	ELS specialist goes through the motions of performing the work of the position, but without any real commitment to it.	ELS interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	ELS interacts with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c Managing classroom procedures	ELS conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the ELS.	ELS promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	ELS has established a culture or professional inquiry in which teachers initiate projects to be undertaken with the support of the ELS.
2d Establishing clear procedures for teachers to gain access to ELS	When teachers want to access assistance from the ELS, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	ELS has established clear procedures for teachers to use in gaining access to support.	Procedures for access to ELS are clear to all teachers and have been developed following consultation with administrators and teachers.
2e Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; ELS is frequently disrespectful in their interactions with one another and teachers.	ELS efforts to establish norms of professional conduct are partially successful.	ELS has established clear norms of mutual respect for professional interaction.	ELS has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2f Organizing physical space	ELS has poor use of the physical environment, resulting in poor access by some participants, time lost due to poor training equipment use, or little alignment between physical arrangement and workshop activities	The physical environment does not impede workshop activities.	ELS makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	ELS makes highly effective use of the physical environment with teachers contributing to the physical arrangement.

DOMAIN 3 FOR ENGAGED LEARNING SPECIALIST: DELIVERY OF SERVICE				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a Collaborating with teachers in the design of instructional units and lessons	ELS declines to collaborate with classroom teachers in the design of instructional lessons and units.	ELS collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	ELS initiates collaboration with classroom teachers in the design of instructional lessons and units.	ELS initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside school.
3b Engaging teachers in learning new skills	ELS declines opportunities to engage in professional learning.	ELS's efforts to engage teachers in professional learning are partially successful, with some participating.	ELS ensures that most teachers are engaged in acquiring new instructional skills.	ELS ensures teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c Sharing expertise with staff	ELS's lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served	The quality of the ELS's lessons and workshops are mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the ELS's lessons and workshops are of high quality and appropriate to the needs of the teachers being served.	The quality of the ELS's lessons and workshops are of high quality and appropriate to the needs of the teachers being served. The ELS conducts extensive follow-up work with teachers.
3d Locating resources for teachers to support instructional improvement	ELS fails to locate resources for instructional improvement for teachers even when specifically requested to do so.	ELS efforts to locate resources for instructional improvement for teachers is partially successful, reflecting incomplete knowledge of what is available.	ELS locates resources for instructional improvement for teachers when asked to do so.	ELS is highly proactive in locating resources for instructional improvement for teachers often anticipating their needs.
3e Demonstrating flexibility and responsiveness	ELS adheres to their plan in spite of evidence of its inadequacy.	ELS makes modest changes in the support program when confronted with evidence of the needs for change.	ELS makes revisions to the support program when it is needed.	ELS is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR ENGAGED LEARNING SPECIALIST: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a Reflecting on practice	ELS does not reflect on practice, or the reflections are inaccurate or self-serving.	ELS reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	ELS reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. ELS makes some specific suggestions as to how the support program might be improved.	ELS reflection is highly accurate and perceptive citing specific examples. ELS draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b Preparing and submitting budgets and reports	ELS does not follow established procedures for preparing budget recommendations and submitting reports. Reports are routinely late.	ELS efforts to prepare budget recommendations are partially complete. Reports are sometimes submitted on time.	ELS ensures budget recommendations are complete. Reports are submitted on time.	ELS anticipates and responds to teacher needs when preparing budget recommendations. Reports are always submitted on time.
4c Coordinating work with other ELS	ELS makes no effort to collaborate with other instructional specialists within the district.	ELS responds positively to the efforts of other instructional specialists within the district to collaborate.	ELS initiates efforts to collaborate with other ELS within the district.	ELS takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d Participating in a Professional Community	ELS relationships with colleagues are negative or self-serving; and the specialist avoids being involved in school and districts events/projects	ELS relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	ELS participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	ELS makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e Engaging in professional development	ELS does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	ELS participating in professional development activities is limited to those that are convenient or are required.	ELS seeks opportunities for professional development based on an individual needs assessment.	ELS actively pursues professional development opportunities and makes a substantial contribution to the professional through such activities as participating in local or state activities.
4f Showing professionalism	ELS displays dishonesty in interactions with colleagues and violates norms of confidentiality.	ELS is honest in interactions with colleagues and respects norms of confidentiality.	ELS displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	ELS can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.