Instructional Specialist Self-Reflection Rubric

Employee: _____ **School(s):** _____ **Date:** _____

Instructions: Consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

Domain 1: Planning and Preparation				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Exemplary**
1a. Demonstrating knowledge of current rends in specialty area and professional development *(Required)*	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program *(Required)*	Instructional specialist demonstrates little or no knowledge of the school's program or of staff skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of staff skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of staff skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to staff skill in that program.
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	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 colleagues.
1d. Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e. Planning support programs, integrated with the overall school program *(Required)*	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Plan is well designed to support teachers and/or staff in the improvement of their instructional and/or job skills.	Plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers and/or staff, and has been developed following consultation with administrators, teachers, and/or staff.
1f. Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's 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.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Domain 2: The Environment				
2a. Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b. Establishing a culture for ongoing instructional improvement *(Required)*	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers and/or staff do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers and/or staff seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers and/or initiate projects to be undertaken with the support of the specialist.

Domain 2: The Environment *(Continued)*				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Exemplary**
2c. Establishing clear procedures for teachers to gain access to instructional support	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers and/or staff do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers and/or staff seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers and/or initiate projects to be undertaken with the support of the specialist.
2d. Establishing and maintaining norms of behavior for professional interactions *(Required)*	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Staff members ensure that their colleagues adhere to these standards of conduct.
2e. Organizing physical space for workshops or training	Instructional specialist 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.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
Domain 3: Delivery of Service				
3a. Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b. Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c. Sharing expertise with staff *(Required)*	Model lessons and workshops are of poor quality or are not appropriate to the needs of the staff being served.	The quality of the model lessons and workshops is mixed, with some of them being appropriate to the needs of the staff being served.	The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the staff being served.	The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the staff being served. Conducts extensive follow-up work with staff.
3d. Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e. Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities				
Component	**Unsatisfactory**	**Basic**	**Proficient**	**Exemplary**
4a. Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist 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 *(Required)*	Does not follow established procedures for preparing budgets and submitting compliance reports. Reports are routinely late.	Efforts to prepare budgets and compliance reports are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Budgets and compliance reports are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Anticipates and responds to staff needs when preparing budgets and compliance reports, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c. Coordinating work with other instructional specialists *(Required)*	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes an integral role in coordinating projects with other instructional specialists within and beyond the district.
4d. Participating in a professional community *(Required)*	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e. Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality *(Required)*	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist 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.