

Paterson Public Schools

PROFESSIONAL PRACTICE FRAMEWORK

Teacher Specialist Type II



Teacher Coordinator

Program and team coordination across schools



Teacher Mentor of Data

Data analysis and instructional decision support



Teacher Mentor of Climate and Culture

School climate, culture, and community building

Framework Overview

The Teacher Specialist (Type II) Professional Practice Framework outlines the expectations for specialists who support student success through instructional leadership, coaching, and system-level improvement efforts. Teacher Specialists (Type II) work collaboratively with educators, administrators, and professional teams to strengthen instructional practices, analyze student indicators, and support coordinated improvement efforts that enhance student learning and school effectiveness. Some examples of these roles include but are not limited to:

Teacher Coordinator
Teacher Mentor of Data
Teacher Mentor of Climate and Culture

The framework is organized into four domains of professional practice that reflect the core responsibilities of the role:

- **Domain 1: Planning and Preparation:** Understanding instructional needs, analyzing student and program indicators, and preparing systems of support that guide coaching, professional learning, and improvement initiatives.
- **Domain 2: Professional Learning Environment and Systems Support:** Establishing collaborative structures, procedures, and professional environments that support instructional improvement and coordinated professional work.
- **Domain 3: Instructional Support and Implementation:** Providing responsive coaching, consultation, and professional learning that support the implementation of evidence-based instructional practices and strengthen teaching and learning.
- **Domain 4: Professional Responsibility and Leadership:** Maintaining accurate documentation, collaborating with educators and leadership teams, advocating for equitable instructional practices, and contributing to continuous improvement efforts across the school community.

Performance Levels

The rubric uses four performance levels — Unsatisfactory, Basic, Proficient, and Distinguished — to describe progression of practice:

Unsatisfactory	Practice does not meet the expectations of the role. Instruction, classroom environment, or professional responsibilities are incomplete, ineffective, or inconsistent and may negatively impact student learning.
Basic	Practice demonstrates partial or developing implementation of expectations. Some aspects of effective teaching are evident, but practice may be inconsistent, reactive, or require additional guidance.
Proficient	Practice meets the expectations of the role. Instruction, learning environments, and professional responsibilities are implemented consistently and effectively, supporting student learning and development.
Distinguished	Practice reflects a high level of effectiveness and leadership. The teacher consistently demonstrates strong professional judgment, contributes to collaborative learning communities, and strengthens practices that improve student outcomes across the school.

Evaluators consider multiple sources of evidence — including observation, artifacts, data analysis, communication, collaboration, and documented outcomes — when assessing performance. This framework supports both professional growth and evaluation, ensuring that teaching practice contributes to improved outcomes for all students.

Sources of Evidence

The Sources of Evidence tables included with each component support evaluators in identifying appropriate evidence when assessing teacher practice. Because teaching extends beyond any single observation, evidence of practice may be drawn from multiple sources across the school year.

Evidence categories provide examples of where evaluators may gather information that demonstrates performance related to each component of the rubric. Evidence may include, but is not limited to:

- **Observation:** Direct observation of instruction, planning conversations, interactions with students or colleagues, or participation in meetings.
- **Artifact:** Professional documents such as lesson and unit plans, instructional materials, assessments, rubrics, or student work samples.
- **Data Analysis:** Review of relevant student indicators such as attendance, achievement, formative assessment results, or social-emotional data used to inform instruction.
- **Communication:** Professional communication with students, families, colleagues, or administrators related to student learning, instructional decisions, or progress.
- **Collaboration:** Participation in Professional Learning Communities (PLCs), grade-level or department teams, coaching cycles, or coordinated planning.
- **Outcome Evidence:** Evidence that instruction, environment, or professional contributions contribute to improved student learning, engagement, growth, or well-being.

Evidence Type	Purpose
Observation	What the evaluator sees in practice
Artifact	Documents or materials created
Data Analysis	System-generated student or program data
Communication	Information shared with students, families, or colleagues
Collaboration	Participation in teams or coordination
Outcome Evidence	Evidence of student progress or program impact

District Goal Alignment

Each component is aligned to one of the four Paterson Public Schools Strategic Plan 2025-2030 goals, supporting district-wide priorities through classroom-level practice:

- **Goal 1** — Advance Instructional Excellence by Cultivating a High-Performing Workforce
- **Goal 2** — Empower Data-Driven Decision Making and Accountability
- **Goal 3** — Ensure Operational Effectiveness and Fiscal Stability
- **Goal 4** — Strengthen Family and Community Partnerships

This alignment ensures that teaching practice contributes directly to district priorities while supporting the academic and personal success of every student.

Teacher Framework	Teacher Specialist Type I	Teacher Specialist Type II
Domain 1 – Planning and Preparation	Domain 1 – Planning and Preparation	Domain 1 – Planning and Preparation
1a Applying Knowledge of Content and Pedagogy (2)	1a Knowledge of Students and Individual Plans (2)	1a Knowledge of Students, Learning Environment, and Support Programs (2)
1b Knowing and Valuing Students (2)	1b Knowledge of Role-Specific Practices (2)	1b Knowledge of Climate, Culture, and Student Support Systems (2)
1c Setting Instructional Outcomes (2)	1c Goal Setting Aligned to Student Needs (2)	1c Goal Setting Aligned to Student Needs and District Priorities (2)
1d Using Resources Effectively (1)	1d Preparation of Materials, Tools, and Systems (1)	1d Use of Data Systems, Tools, and Resources (1)
1e Planning Coherent Instruction (2)	1e Compliance with Federal, State, and Local Requirements (1)	1e Compliance, Timeliness, and Documentation Integrity (1)
1f Designing and Analyzing Assessments (2)	1f Evidence Design and Outcome Measures (2)	1f Evaluation of Support Systems and Impact (2)
Domain 2 – Learning Environments	Domain 2 – Service Environment and Professional Practice	Domain 2 – Culture, Collaboration, and Climate Leadership
2a Cultivating Respectful and Affirming Environments (2)	2a Safe, Respectful, and Inclusive Service Environment (2)	2a Creating a Culture of Respect, Trust, and Shared Responsibility (2)
2b Fostering a Culture for Learning (2)	2b Establishing and Maintaining Routines and Procedures (2)	2b Collaboration and Continuous Improvement Structures (2)
2c Maintaining Purposeful Environments (2)	2c Managing Time, Space, and Caseload (2)	2c Advancing Equity, Access, and Inclusive Support Practices (2)
2d Supporting Positive Student Behavior (2)	2d Professional Boundaries and Ethical Conduct (1)	2d Communication and Coordination Systems (1)
2e Organizing Spaces for Learning (2)	2e Organizing Service Space and Access to Supports (2)	2e Organizing Service Space and Access to Supports (2)
Domain 3 – Learning Experiences	Domain 3 – Service Delivery and Student Impact	Domain 3 – Delivery of Support and Coaching
3a Communicating About Purpose and Content (3)	3a Responsiveness to Student Needs (3)	3a Using Multi-Source Evidence to Guide Coaching and Support (3)
3b Using Questioning and Discussion Techniques (3)	3b Use of Evidence-Based Practices (3)	3b Providing Actionable, Evidence-Based Support and Feedback (3)
3c Engaging Students in Learning (3)	3c Engagement of Students and Families (3)	3c Goal Setting for Instructional Leadership (implementation and alignment) (3)
3d Using Assessment for Learning (3)	3d Monitoring Progress and Adjusting Services (3)	3d Leading Professional Learning and Coaching Cycles (3)
3e Responding Flexibly to Student Needs (3)	3e Documentation of Service Delivery and Outcomes (3)	3e Monitoring and Adjusting Instructional Support Based on Impact (3)
Domain 4 – Principled Teaching	Domain 4 – Professional Responsibility and Collaboration	Domain 4 – Professional Responsibility, Systems, and Results
4a Engaging in Reflective Practice (2)	4a Accurate Documentation, Reporting, and Integrity (1)	4a Reflecting on Practice and Impact (2)
4b Documenting Student Progress (1)	4b Collaboration with Staff and Families (2)	4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1)
4c Engaging Families and Communities (2)	4c Advocacy for Students and Equity (2)	4c Communicating and Collaborating with Stakeholders (2)
4d Contributing to School Community and Culture (1)	4d Reflection on Practice and Professional Learning (2)	4d Engaging in Professional Growth and Leadership Contribution (1)
4e Growing and Developing Professionally (2)	4e Contribution to School Culture and Improvement (2)	4e Demonstrating Professional Conduct and Ethical Leadership (1)
4f Acting in Service of Students (3)	4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)

DOMAIN 1

Planning and Preparation

Focus

Strategic planning grounded in data, alignment, and system readiness. Understanding instructional needs, analyzing student and program indicators, and preparing systems of support that guide coaching, professional learning, and improvement initiatives.

1a Knowledge of Students, Learning Environment, and Support Programs

Focus

The Teacher Specialist (Type II) uses knowledge of students including analysis of social emotional indicators such as belonging, engagement, emotional regulation, peer interaction, and resilience factors that influence student access to learning environments and support programs.

Guiding Question: *To what extent does the Teacher Specialist (Type II) use evidence-based knowledge of students, multiple sources of data and district priorities, to intentionally support learning environment and support programs?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrates limited understanding of student risk indicators, subgroup performance trends, climate data, and available instructional or intervention systems. Leadership decisions are not grounded in documented evidence or system-level data. Supports are generic, compliance-driven, or reactive and show little alignment to identified student needs, equity gaps, or district priorities.</i>	<i>Demonstrates partial understanding of student needs, climate trends, and available support systems. Uses isolated or inconsistent data sources (e.g., single data point, anecdotal evidence) to inform supports. Supports address some identified needs but show uneven alignment to subgroup gaps, risk indicators, or district priorities.</i>	<i>Demonstrates accurate, evidence-based understanding of student needs, subgroup performance, risk indicators, and learning climate systems. Integrates multiple relevant data sources (academic, behavioral, attendance, program participation, survey, intervention response) to inform leadership decisions. Designs targeted supports aligned to documented needs and district improvement priorities.</i>	<i>Demonstrates deep and integrated systems-level knowledge of student risk patterns, subgroup trends, climate indicators, and support program effectiveness. Synthesizes longitudinal and cross-source data to identify emerging needs, anticipate risk escalation, and proactively guide support design. Strategically prioritizes social emotional indicators including belonging, engagement, emotional regulation, peer relationships, and resilience factors.</i>
Critical Attributes			
Depth and Breadth of Student Need Analysis			
<i>Uses minimal or anecdotal student data; cannot describe learning or subgroup needs</i>	<i>References limited student indicators; partial understanding of needs</i>	<i>Uses multiple student measures (achievement, growth, behavioral, subgroup, intervention data)</i>	<i>Integrates multi-year, subgroup, and trend data to define priority needs</i>
Understanding of Behavior and Climate Systems			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Shows little awareness of behavior or climate systems affecting learning</i>	<i>Demonstrates partial awareness of behavior/climate structures</i>	<i>Understands school behavior and climate systems and their instructional impact</i>	<i>Connects behavior and climate system data to targeted instructional supports</i>
Accuracy of Instructional Practice Insight			
<i>Cannot describe patterns in instructional practice or common gaps</i>	<i>Identifies general instructional needs without clear evidence</i>	<i>Identifies instructional strengths and gaps using evidence sources</i>	<i>Differentiates instructional needs by teacher/team using multiple evidence sources</i>
Knowledge of Learning Environment and Management Structures			
<i>Unaware of classroom/environment structures affecting learning</i>	<i>Recognizes some environment/management factors inconsistently</i>	<i>Understands environment and management structures that support learning</i>	<i>Anticipates environment and management barriers and aligns supports proactively</i>
Program and Support System Knowledge			
<i>Limited awareness of instructional or support programs</i>	<i>Basic awareness of available programs and services</i>	<i>Demonstrates working knowledge of instructional and support programs</i>	<i>Demonstrates deep program knowledge and matches supports precisely to needs</i>
Precision of Support Matching			
<i>Supports are generic and not matched to identified needs</i>	<i>Some supports matched; others misaligned</i>	<i>Supports align to identified student, practice, and system needs</i>	<i>Supports are precisely calibrated to student, instructional, and system conditions</i>
Strategic Alignment to School/District Priorities			
<i>No visible connection to improvement priorities</i>	<i>Partial or inconsistent alignment</i>	<i>Supports clearly align to improvement plans and priorities</i>	<i>Alignment is explicit, documented, and drives support design decisions</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1a. Knowledge of Students, Learning Environment, and Support Programs	Observation of coaching or consultation conversations demonstrating understanding of student needs, instructional challenges, and learning environment factors; observation of discussions during team meetings analyzing student support needs	Student support program documentation; intervention frameworks; implementation guides; instructional support materials; climate or behavior system documentation	Analysis of student performance data, attendance trends, behavioral indicators, climate indicators, or program effectiveness data used to identify patterns affecting learning environments	Communication with teachers, administrators, or support staff discussing student needs, learning environment factors, and appropriate support strategies	Participation in instructional leadership teams, MTSS meetings, climate teams, or data review meetings examining student needs and school systems	Evidence that support strategies or coaching actions align with identified student needs and contribute to improved instructional practice, climate conditions, or student outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

1b Knowledge of Climate, Culture, and Student Support Systems

Focus

The Teacher Specialist (Type II) understands child development, instructional expectations, and integrated data systems to strengthen schoolwide climate, culture, and student success structures.

Guiding Question: To what extent does the Teacher Specialist (Type II) integrates instructional expectations and student support data systems: including behavior, attendance, grades, credits, and intervention monitoring to guide targeted supports that improve student success?

Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrates limited understanding of child development, school climate and culture systems, instructional expectations, and student support data systems. Leadership actions are not aligned to developmental needs, climate indicators, or district accountability measures. Supports are reactive, compliance-driven, or disconnected from behavior, attendance, academic risk, or intervention data.</i>	<i>Demonstrates partial understanding of child development, climate systems, and student support data but applies them inconsistently. Leadership actions show uneven alignment to identified climate trends, risk indicators, or district priorities. Supports address some identified needs but lack consistency, prioritization, or sustained monitoring.</i>	<i>Demonstrates accurate and applied understanding of child development, school climate and culture systems, and integrated student support data. Uses behavior, attendance, academic progress, credit accrual, and intervention monitoring data to guide leadership decisions. Designs targeted supports aligned to identified risk patterns and district priorities, resulting in improved consistency and responsiveness across support structures.</i>	<i>Demonstrates deep, integrated, and systems-level understanding of child development, climate and culture indicators, and multi-source student support data systems. Synthesizes longitudinal trends across behavior, attendance, academic progress, credits, and intervention response to anticipate needs and prevent escalation. Strategically aligns and prioritizes resources to strengthen schoolwide climate systems and produce sustained, measurable improvements in student engagement, stability, and success.</i>
Critical Attributes			
Framework and Application			
<i>Cannot describe school climate frameworks, student support structures, or accountability systems; leadership actions show no connection to documented climate indicators, risk data, or district guidance.</i>	<i>Can name climate frameworks, student support systems, or accountability expectations but applies them inconsistently when planning supports. Alignment to behavior, attendance, academic risk, or intervention data is uneven.</i>	<i>Correctly explains climate and culture systems, student support frameworks, and accountability expectations and applies them when designing targeted supports aligned to documented risk and climate trends.</i>	<i>Consistently applies climate frameworks, student support systems, and accountability expectations to shape, refine, and calibrate supports across teams, ensuring coherent alignment to documented risk indicators and measurable climate improvement.</i>
Working Knowledge of Student Support Indicators			
<i>Shows little awareness of behavior, attendance, grading, credit, or intervention systems</i>	<i>Demonstrates partial awareness of student support data systems</i>	<i>Demonstrates working knowledge of behavior, attendance, grade, credit, and intervention systems</i>	<i>Demonstrates strong working fluency across interconnected student support data systems</i>
Use of Multiple Student Indicators			
<i>Uses single indicators or isolated metrics</i>	<i>Reviews more than one indicator but in isolation</i>	<i>Uses multiple indicators together to understand student risk and need</i>	<i>Integrates multiple indicators and trend patterns to prioritize support actions</i>

Unsatisfactory	Basic	Proficient	Distinguished
Connection Between Indicators and Supports			
<i>Supports are not connected to behavior, attendance, grade, credit, or intervention indicators</i>	<i>Some supports loosely connected to indicators</i>	<i>Supports are clearly tied to identified system indicators</i>	<i>Supports are precisely calibrated to indicator patterns and risk thresholds</i>
Clarity of Data-to-Action Reasoning			
<i>Cannot explain how data or system indicators informed decisions or actions.</i>	<i>Provides a general explanation of decisions but demonstrates weak or inconsistent linkage to data or system indicators.</i>	<i>Clearly explains how specific data points or system indicators informed decisions, actions, or supports.</i>	<i>Clearly tracks and traces support decisions through documented action steps that are directly aligned to system indicators and student-level data. Demonstrates a consistent and logical data-to-action cycle that informs ongoing planning and adjustment.</i>
Timely Response to Risk Indicators			
<i>Does not respond to early warning or risk indicators</i>	<i>Responds inconsistently to risk indicators</i>	<i>Responds appropriately to early warning indicators</i>	<i>Anticipates and acts on early warning indicators before risk escalates</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1b. Knowledge of Climate, Culture, and Student Support Systems	Observation of team discussions, coaching conversations, or leadership meetings where the Teacher Specialist analyzes climate, behavior, attendance, or student support indicators to guide improvement strategies	School climate frameworks; behavior system documentation; MTSS protocols; intervention frameworks; student support system documentation; program implementation materials	Analysis of climate survey data, behavioral indicators, attendance patterns, student performance trends, risk factor indicators, or support program data used to identify needs	Communication with administrators, teachers, or support staff explaining patterns in student indicators and recommending strategies to strengthen climate and student support systems	Participation in MTSS teams, climate and culture committees, data teams, or instructional leadership teams reviewing student indicators and support systems	Evidence that analysis of climate and student support indicators leads to coordinated strategies that strengthen school climate, support instructional practice, and improve student engagement or outcomes	Goal 4 – Safe, Supportive, and Inclusive School Environments

1c Goal Setting Aligned to Student Needs and District Priorities

Focus

The Teacher Specialist (Type II) sets clear, data-informed goals for student support, management systems, and coordinated services that improve student outcomes.

Guiding Question: To what extent does the Teacher Specialist (Type II) use data and district priorities to set establish clear, data-informed goals for student supports and management systems that improve student outcomes?

Unsatisfactory	Basic	Proficient	Distinguished
<i>Goals are missing, unclear, or not connected to student learning, teacher development, or district priorities. Leadership actions lack direction and do not support measurable instructional improvement.</i>	<i>Goals are present but are general, loosely connected to data, or only partially aligned to school or district priorities. Leadership actions show limited impact on teacher practice or student learning.</i>	<i>Goals are clear, measurable, and aligned to student needs, teacher growth, and district and school improvement plans. Leadership actions are intentionally directed toward improving instructional practice and student outcomes.</i>	<i>Goals are ambitious, data-driven, and collaboratively developed to build collective responsibility. Leadership actions drive sustained improvement in teaching quality and measurable gains in student learning across teams or programs.</i>
Critical Attributes			
Specificity of Support and Outcome Goals			
<i>Goals are absent, vague, or activity-based</i>	<i>Goals are stated but lack clarity or specificity</i>	<i>Goals are clear and focused on student support outcomes</i>	<i>Goals specify prioritized student outcomes and target groups</i>
Data Basis for Goal Selection			
<i>Goals are not based on student or system data</i>	<i>Goals tied to limited data</i>	<i>Goals tied to relevant verified data</i>	<i>Goals tied to multiple verified data sources and trends</i>
Outcome Alignment Precision			
<i>No clear outcome linkage</i>	<i>General outcome linkage</i>	<i>Direct linkage to identified student needs</i>	<i>Precise linkage to quantified student outcome gaps</i>
System Integration of Goals			
<i>Goals are disconnected from support or management systems</i>	<i>Goals reference systems but weakly</i>	<i>Goals connect to support and management systems</i>	<i>Goals coordinate multiple support and management systems</i>
Measurability of Goals			
<i>Goals are not measurable</i>	<i>Goals are present but vague and partially measurable</i>	<i>Goals include measurable indicators</i>	<i>Goals include clear metrics and success thresholds</i>
Monitoring and Adjustment of Support Goals			

Unsatisfactory	Basic	Proficient	Distinguished
No monitoring of goal progress	Monitoring is irregular and adjustments are informal	Regular monitoring of progress with applied signatures	Ongoing monitoring of completed document with verifiable adjustments and applied signatures

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1c. Goal Setting Aligned to Student Needs and District Priorities	Observation of coaching sessions, instructional walkthrough discussions, or professional learning sessions where the Teacher Specialist analyzes instructional practices and recommends evidence-based strategies	Coaching tools; instructional strategy frameworks; professional learning materials; instructional support protocols; walkthrough or observation tools	Analysis of student performance data, formative assessment trends, or instructional practice data used to identify areas for instructional improvement	Communication with teachers and administrators regarding instructional strategies, recommended practices, or adjustments to instruction based on student needs	Collaboration with instructional teams, PLCs, administrators, or data teams to identify instructional needs and support implementation of effective strategies	Evidence that instructional support and coaching contribute to improved instructional practices, stronger implementation of evidence-based strategies, and improved student engagement or performance	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

1d Use of Data Systems, Tools, and Resources

Focus

Teacher Specialist (Type II) effectively uses multiple data systems, professional learning resources, and support infrastructure to deliver coordinated supports that improve student outcomes.

Guiding Question: To what extent does the Teacher Specialist (Type II) effectively use available data systems, professional learning resources, and support structures to strengthen coordinated student supports and outcomes?

Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrates limited knowledge of available data systems or tools. Relies on isolated reports or informal information rather than structured systems. Data use is inconsistent, inaccurate, or disconnected from documented student performance, Student Risk Factors, Equity Indicators, or climate needs.</i>	<i>Accesses and reviews multiple data systems but use is procedural rather than analytic. Interpretation lacks triangulation across sources or depth of analysis. Data tools inform some decisions, but alignment to proportional support intensity or subgroup disparities is inconsistent.</i>	<i>Uses multiple data systems (academic performance, Student Risk Factors, Equity Indicators, climate and culture data, intervention monitoring) to inform planning, coaching, and support decisions. Demonstrates accurate interpretation, cross-referencing of sources, and proportional alignment of resources to documented need severity. Applies professional resources strategically to strengthen instructional and support outcomes.</i>	<i>Synthesizes cross-level data systems and analytic tools to detect layered risk patterns, subgroup disparities, access barriers, and climate trends. Uses advanced triangulation to anticipate emerging needs and prevent escalation. Aligns tools and resources to strategic priorities, ensuring calibrated intervention intensity and measurable improvement across student outcomes, risk reduction, and equity indicators. Models disciplined, transparent, and ethically sound data governance practices.</i>
Critical Attributes			
Purposeful Use of Multiple Systems			
<i>Does not use available student support data systems or relies on a single source unrelated to support decisions</i>	<i>Uses more than one system but inconsistently or without clear connection to support actions</i>	<i>Uses multiple student support data systems (behavior, attendance, grade, credit, intervention tracking) to inform support decisions</i>	<i>Uses and integrates multiple systems to identify patterns, establish priorities, and drive targeted support actions</i>
Accuracy and Reliability of Data Interpretation			
<i>Misinterprets or overlooks key indicators</i>	<i>Interprets some indicators correctly but misses others</i>	<i>Correctly interprets indicators to guide support decisions</i>	<i>Interprets indicator patterns and trend shifts to reprioritize supports</i>
Purposeful Use of Professional Learning			
<i>Does not use available professional learning resources</i>	<i>Uses resources inconsistently or without clear purpose</i>	<i>Uses relevant professional learning resources to support identified needs</i>	<i>Selects and applies resources matched to specific support gaps and outcome targets</i>
Precision Alignment of Resources			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Resources are not connected to documented needs</i>	<i>Resources loosely connected to needs</i>	<i>Resources aligned to identified student outcome needs</i>	<i>Resources precisely matched to documented outcome gaps and priority groups</i>
Consistent and Correct Operational Use			
<i>Support systems are not used as intended</i>	<i>Systems used inconsistently or incorrectly</i>	<i>Systems used correctly to support coordination</i>	<i>Systems used consistently and leveraged to strengthen coordinated supports across cases or teams</i>
Cross-System Evidence Coordination			
<i>Uses systems in isolation</i>	<i>Reviews multiple systems but separately and isolated</i>	<i>Coordinates information across systems</i>	<i>Integrates cross-system evidence with internal and external partnerships and stakeholders to prioritize and sequence supports</i>
Timely and Accountable			
<i>System use is late, incomplete, or missing</i>	<i>System use occurs but with delays, errors, or gaps</i>	<i>Uses systems in a timely and complete manner</i>	<i>Uses systems proactively and strategically to prevent service gaps</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1d. Use of Data Systems, Tools, and Resources	Observation of planning meetings, coaching cycles, or instructional improvement discussions where the Teacher Specialist helps structure support for teachers or teams	Coaching cycle documentation; instructional support plans; professional learning agendas; program implementation plans; coaching or consultation logs	Analysis of instructional practice data, student performance indicators, or program implementation data used to guide coaching priorities and support planning	Communication with teachers and administrators outlining coaching goals, instructional priorities, or support plans aligned to identified needs	Collaboration with instructional leadership teams, PLCs, administrators, or support staff to coordinate coaching cycles and improvement efforts	Evidence that structured planning and coaching cycles support improved instructional practices, stronger implementation of strategies, and improved student engagement or outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

1e Compliance, Timeliness, and Documentation Integrity

Focus

The Teacher Specialist (Type II) ensures accurate, ethical, and timely adherence to local, state, and federal data, documentation, reporting, and accountability requirements, safeguarding student information while maintaining transparency and traceability in leadership decisions.

Guiding Question: *To what extent does the Teacher Specialist (Type II) maintain disciplined compliance with data governance, reporting, and accountability requirements while ensuring documentation integrity and ethical data handling?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrates inconsistent or insufficient adherence to required data procedures and accountability expectations. Documentation may be incomplete, inaccurate, untimely, or improperly handled. Limited awareness of confidentiality requirements or reporting obligations. Noncompliance negatively impacts student support, decision accuracy, or system integrity.</i>	<i>Meets minimum compliance expectations but requires reminders or corrective feedback. Documentation is generally accurate but may lack timeliness, completeness, or alignment to accountability standards. Demonstrates basic understanding of confidentiality requirements but inconsistently applies best practices in data handling and reporting.</i>	<i>Maintains accurate, timely, and complete documentation aligned to local, state, and federal requirements (e.g., data privacy, reporting timelines, service documentation). Ensures records are organized, retrievable, and traceable to decisions, assigned responsibilities, and monitoring checkpoints. Demonstrates consistent ethical handling of sensitive student information and supports compliance within collaborative processes.</i>	<i>Models disciplined and proactive compliance with data governance and accountability standards. Anticipates reporting requirements, ensures systematic documentation practices across teams, and safeguards confidentiality while maintaining transparency of decision-making. Establishes structures that strengthen data integrity, regulatory alignment, and traceability of leadership actions to measurable outcomes. Contributes to a culture of ethical data stewardship and accountability across the organization.</i>
Critical Attributes			
Adherence to Required Procedures and Protocols			
<i>Required procedures are not followed</i>	<i>Required procedures followed inconsistently</i>	<i>Required procedures consistently followed</i>	<i>Required procedures followed consistently and reinforced across supported teams</i>
Accuracy of Required Documentation			
<i>Documentation missing or inaccurate</i>	<i>Documentation partially complete and/or contains errors</i>	<i>Documentation is accurate and complete</i>	<i>Documentation accuracy is consistently verified and error-corrected</i>
Timeliness of Documentation and Reporting			
<i>Documentation and reports are late or missing</i>	<i>Some submissions are delayed</i>	<i>Documentation and reports are submitted on time</i>	<i>Documentation and reporting timelines are consistently met or exceeded</i>
Compliance with Student Service Requirements			
<i>Required student service processes are not completed</i>	<i>Student service requirements partially met</i>	<i>Student service requirements consistently met</i>	<i>Student service processes are completed and monitored for completion quality</i>

Unsatisfactory	Basic	Proficient	Distinguished
Confidentiality and Ethical Handling of Records			
<i>Confidentiality protocols are violated and/or ignored</i>	<i>Confidentiality practices are inconsistent</i>	<i>Confidentiality protocols are followed</i>	<i>Confidentiality practices are modeled and reinforced in practice</i>
Use of Required Forms, Systems, and Logs			
<i>Required forms and logs not used</i>	<i>Required forms/logs are incomplete used inconsistently</i>	<i>Required forms, systems, and logs are used correctly</i>	<i>Required systems and logs are used consistently with intention and cross-checked</i>
Accountability Evidence Readiness			
<i>Records cannot support accountability review</i>	<i>Records are incomplete partially support review</i>	<i>Records support accountability and audit review</i>	<i>Records are reviewed, vetted, audit-ready and clearly traceable to support required action items</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1e. Compliance, Timeliness, and Documentation Integrity	Observation of meetings or coaching sessions where the Teacher Specialist references evidence measures or indicators used to evaluate instructional support and improvement efforts	Coaching evaluation tools; progress monitoring frameworks; program evaluation plans; instructional improvement indicators; implementation monitoring tools	Analysis of student performance trends, instructional practice data, climate indicators, or program implementation data used to evaluate effectiveness of support efforts	Communication with teachers, administrators, or teams explaining how evidence measures will be used to monitor instructional improvement or support initiatives	Collaboration with instructional teams, data teams, or leadership groups to identify indicators that measure progress and effectiveness of improvement strategies	Evidence that defined indicators and monitoring systems are used to evaluate support efforts and inform adjustments that strengthen instructional practice and student outcomes	Goal 2 – Empower Data-Driven Decision Making and Accountability

1f Review of Support Systems and Impact

Focus

Designing and using multiple sources of evidence to evaluate the effectiveness of coaching, professional learning, and coordinated support systems intended to improve instructional practice and student outcomes.

Guiding Question: *To what extent does the Teacher Specialist (Type II) design and use evidence measures to evaluate the effectiveness of instructional support, professional learning, or schoolwide improvement strategies?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>No clear plan exists for measuring the effectiveness of coaching, professional learning, or support initiatives.</i>	<i>Limited evidence is used to evaluate the impact of support strategies or improvement initiatives.</i>	<i>Clear indicators are identified to measure the effectiveness of coaching, professional learning, or support systems. Multiple sources of evidence are used to evaluate impact.</i>	<i>Comprehensive evidence systems are designed to examine instructional support, climate systems, or improvement initiatives. Longitudinal data and multiple indicators are used to guide strategic improvement.</i>
Critical Attributes			
Alignment of Evidence to Support Goals			
<i>Measures of success are not connected to support goals.</i>	<i>Evidence partially reflects intended outcomes.</i>	<i>Evidence measures are aligned to support goals and improvement priorities.</i>	<i>Evidence systems clearly demonstrate impact on instructional practice or student outcomes.</i>
Use of Multiple Data Sources			
<i>Evidence relies on limited or anecdotal information.</i>	<i>Some additional data sources are considered but inconsistently applied.</i>	<i>Multiple sources of data are used to evaluate support initiatives.</i>	<i>Multiple indicators and longitudinal data are analyzed to evaluate system effectiveness</i>
Clarity of Data-to-Action Reasoning			
<i>Cannot explain how evidence informs improvement actions.</i>	<i>General connections between evidence and actions are described.</i>	<i>Evidence clearly informs decisions about coaching or support strategies.</i>	<i>Evidence is systematically used to refine support systems and guide continuous improvement.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1f. Review of Support Systems and Impact	Observation of leadership meetings, coaching planning sessions, or improvement discussions where the Teacher Specialist (Type II) connects instructional support efforts to school or district priorities	School improvement plans; coaching plans aligned to district initiatives; professional learning plans; program implementation frameworks; improvement planning documents	Analysis of student achievement trends, climate indicators, program effectiveness data, or instructional practice indicators used to guide improvement priorities	Communication with teachers, administrators, and leadership teams explaining improvement priorities, instructional focus areas, and planned support strategies	Collaboration with instructional leadership teams, administrators, PLCs, or improvement committees to coordinate implementation of district priorities	Evidence that improvement planning and support efforts contribute to stronger instructional practices, effective program implementation, and improved student outcomes	Goal 2 – Empower Data-Driven Decision Making and Accountability

DOMAIN 2

Culture, Collaboration, and Climate Leadership

Focus

Establishes a professional culture of trust, collaboration, high expectations, and shared responsibility for student success and instructional improvement. Building trust, equity, and collaborative systems.

2a Creating a Culture of Respect, Trust, and Shared Responsibility

Focus

The extent to which the Teacher Specialist (Type II) fosters a professional environment characterized by mutual respect, trust, ethical conduct, and shared responsibility for student learning and instructional improvement.

Guiding Question: *To what extent does the Teacher Specialist (Type II) establish and maintain a culture of trust, respect, and professional accountability that supports effective collaboration and student success?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Interactions with staff reflect a lack of trust, respect, or professionalism. The Teacher Specialist (Type II) does not model ethical conduct or professional responsibility, and the climate undermines collaboration and instructional improvement.</i>	<i>Interactions are generally respectful, but trust and professional norms are inconsistently reinforced. The Teacher Specialist (Type II)'s actions sometimes support a positive climate, but expectations for professional responsibility are uneven.</i>	<i>The Teacher Specialist (Type II) consistently models respect, ethical conduct, and professional responsibility. A climate of trust supports collaboration, risk-taking, and continuous improvement.</i>	<i>The Teacher Specialist (Type II) intentionally cultivates a highly respectful and trusting professional culture in which staff demonstrate shared ownership, accountability, and collective commitment to student success and instructional excellence. Support student and staff belonging, emotional safety, and positive relational climate across the school community.</i>
Critical Attributes			
Intentional Culture-Building Actions			
<i>Takes few or no actions to build a respectful and accountable professional culture; culture concerns are ignored or addressed only when escalated.</i>	<i>Takes occasional actions to build professional culture, but efforts are inconsistent or not sustained.</i>	<i>Takes consistent, visible actions to build a respectful, trusting, and accountable professional culture.</i>	<i>Systematically cultivates professional culture through repeated, visible leadership actions, facilitates evidence-anchored problem solving, and establishes norms for others.</i>
Evidence-based Professional Dialogue			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Professional dialogue is opinion-based and avoids student or support data.</i>	<i>Dialogue references data occasionally but is not anchored in evidence.</i>	<i>Professional dialogue regularly incorporates student and support data to guide discussion.</i>	<i>Evidence-based dialogue grounded in student and support data consistently leads to shared conclusions and coordinated problem-solving actions.</i>
Shared Ownership for Student Success			
<i>Responsibility for student success is individualized or deflected.</i>	<i>Shared responsibility language is used but not reflected in team behavior.</i>	<i>Teams demonstrate shared responsibility for student success through coordinated efforts.</i>	<i>Teams operate with collective ownership for student success and organize coordinated actions to address identified needs.</i>
Sustained Implementation			
<i>Agreed actions are not implemented or revisited.</i>	<i>Agreed actions are implemented inconsistently or without structured follow-up.</i>	<i>Agreed actions are implemented consistently and revisited to assess effectiveness.</i>	<i>Agreed actions are implemented with consistency, monitored for effectiveness, and reinforced through structured team practices that support sustained improvement.</i>
Collective Commitment to Instructional Excellence			
<i>Instructional improvement is not treated as a shared priority.</i>	<i>Instructional improvement is discussed but not consistently prioritized.</i>	<i>Instructional improvement priorities are evident in collaborative work.</i>	<i>Collaborative work is consistently organized around documented instructional improvement priorities.</i>
Constructive Handling of Performance Gaps			
<i>Performance gaps are ignored, minimized, or treated as personal fault.</i>	<i>Performance gaps are acknowledged but addressed inconsistently.</i>	<i>Performance gaps are addressed constructively using evidence.</i>	<i>Performance gaps are addressed through structured, data-driven improvement actions and follow-through.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2a. Creating a Culture of Respect, Trust, and Shared Responsibility	Observation of professional learning sessions, coaching meetings, PLC facilitation, or team discussions where the Teacher Specialist (Type II) promotes collaboration and shared responsibility for improvement	Professional learning agendas; coaching plans; collaboration protocols; PLC facilitation materials; professional development resources	Analysis of instructional practice data, student performance indicators, or program implementation data used to guide professional learning priorities	Communication with teachers and administrators encouraging collaborative problem solving, shared learning, and reflection on instructional practices	Collaboration with instructional leadership teams, PLCs, administrators, and support staff to promote a culture of continuous professional learning	Evidence that collaborative learning structures contribute to improved instructional practices, stronger implementation of strategies, and improved student engagement or outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

2b Collaboration and Continuous Improvement Structures

Focus

The Teacher Specialist (Type II) establishes, facilitates, and reinforces collaborative structures, norms, and routines that produce data-informed team action and measurable improvement in student and support outcomes.

Guiding Question: *To what extent does the Teacher Specialist (Type II) establish and reinforce collaborative structures and norms that lead to documented, data-informed team action and continuous improvement in student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Collaborative structures such as Professional Learning Communities (PLCs), data teams, or coaching cycles are absent, poorly organized, or not focused on instructional improvement. Norms for professional collaboration are unclear or not enforced.</i>	<i>Some collaborative structures exist, but they are inconsistently implemented or only loosely connected to instructional goals. Norms for collaboration are uneven and not consistently upheld.</i>	<i>The Teacher Specialist (Type II) establishes and facilitates clear norms and structured opportunities for collaboration focused on instructional practice and student learning. Teams use data and shared inquiry to guide improvement.</i>	<i>The Teacher Specialist (Type II) strategically designs and sustains highly effective collaborative systems in which staff assume collective responsibility for student success and continuously refine practice based on evidence.</i>
Critical Attributes			
Establishment of Collaborative Structures			
<i>Collaborative structures are absent or unclear.</i>	<i>Collaborative structures exist but are inconsistently used</i>	<i>Clear collaborative structures are established and used</i>	<i>Collaborative structures are clearly defined, consistently used, and sustained across teams.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Use of Data Protocols in Team Collaboration			
<i>Team discussions do not use data protocols or structured review processes.</i>	<i>Team roles are defined but inconsistently followed.</i>	<i>Team roles and responsibilities are defined and followed.</i>	<i>Team roles are clearly defined, operationalized, and reinforced across collaborative work.</i>
Norms for Collaborative Work			
<i>Collaborative norms are absent or disregarded.</i>	<i>Norms are stated but inconsistently upheld.</i>	<i>Collaborative norms are established and generally upheld.</i>	<i>Collaborative norms are consistently upheld and reinforced through team practice.</i>
Action Orientation of Collaborative Sessions			
<i>Meetings focus on discussion only with no defined outputs or measurable next steps.</i>	<i>Meetings sometimes produce meeting notes, agenda, sign-in sheets, but outputs are vague or not measurable.</i>	<i>Work sessions produce defined deliverables and measurable next steps aligned to student or support goals.</i>	<i>Work sessions consistently produce action items, tangible deliverables and quantifiable outcomes with documented ownership, timelines, and success indicators that are tracked and traced.</i>
Documented Follow-Through and Outcome Monitoring of Team Decisions			
<i>Team decisions are not clearly identified, documented, tracked, or revisited.</i>	<i>Team decisions are documented or revisited inconsistently, with limited monitoring of completion.</i>	<i>Team decisions are documented, tracked, and revisited, with monitoring of completion and next steps.</i>	<i>Team decisions are systematically documented, tracked, and revisited, with ongoing monitoring of completion and measurable impact on student or support outcomes.</i>
Continuous Improvement Cycles with Measured Impact			
<i>No defined continuous improvement cycle is used to guide collaborative support or instructional improvement work.</i>	<i>A continuous improvement cycle is referenced, but stages, measures, or follow-through are inconsistent.</i>	<i>A defined continuous improvement cycle is used with documented stages, data checkpoints, and planned adjustments.</i>	<i>Documented continuous improvement cycles are used consistently, with measured results and adjustment decisions tied to student or support outcome data.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2b. Collaboration and Continuous Improvement Structures	Observation of team meetings, coaching sessions, or professional learning structures where the Teacher Specialist (Type II) helps organize processes that support instructional improvement	Coaching cycle documentation; professional learning protocols; meeting facilitation tools; instructional support procedures; improvement planning templates	Analysis of instructional practice data, student performance indicators, or implementation data used to prioritize and organize improvement efforts	Communication with teachers and administrators outlining processes for coaching cycles, professional learning structures, or instructional improvement initiatives	Collaboration with instructional leadership teams, PLCs, administrators, or support staff to establish coordinated procedures for professional learning and instructional support	Evidence that established systems and procedures support consistent collaboration, effective implementation of improvement strategies, and strengthened instructional practices	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

2c Advancing Equity, Access, and Inclusive Support Practices

Focus

The Teacher Specialist (Type II) collaborative and support practices ensure equitable access, inclusive participation, and barrier-responsive supports that improve student outcomes.

Guiding Question: *To what extent are collaboration and support practices structured to ensure equitable access, inclusive participation, and barrier-responsive action for student success?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Displays limited awareness of equity, inclusion, or cultural responsiveness in professional practice. Some staff or groups may feel marginalized or unsupported, and inequities are not addressed.</i>	<i>Demonstrates some awareness of equity and inclusion but applies it inconsistently. Efforts to support belonging or address inequities are uneven or limited in impact.</i>	<i>The Teacher Specialist (Type II) promotes inclusive, respectful practices and ensures that all staff are supported in meeting the diverse needs of students. Professional interactions reflect fairness and cultural responsiveness.</i>	<i>The Teacher Specialist (Type II) actively leads equity-focused initiatives, ensuring that inclusive practices and a strong sense of belonging are embedded across teams and result in improved outcomes for staff and students. Reviews climate, belonging, and social emotional indicators when identifying barriers to student participation and engagement.</i>

Critical Attributes

Use of Equity Indicators in Support Decisions

Unsatisfactory	Basic	Proficient	Distinguished
<i>Support decisions are made without review of subgroup, access, or participation indicators.</i>	<i>Equity indicators are reviewed occasionally but inconsistently influence decisions.</i>	<i>Uses documented equity indicators to inform and justify support planning and prioritization decisions.</i>	<i>Multiple equity indicators are analyzed together and across indicator equity patterns that are used to prioritize support, allocate resources, and adjust support strategies with decisions traceable to documented subgroup, access, and participation data.</i>
Identification of Access and Participation Barriers			
<i>Access or participation barriers are not identified or examined.</i>	<i>Some barriers are identified, but review is informal or inconsistent.</i>	<i>Identifies access and participation barriers using data and participation evidence and connects findings to support planning.</i>	<i>Access and participation barriers are systematically identified using multiple data sources and participation patterns, with findings documented and used to drive support planning decisions.</i>
Adjustment of Supports to Address Documented Barriers			
<i>Supports are not adjusted when barriers are evident.</i>	<i>Supports are adjusted occasionally but are not well matched to documented barriers.</i>	<i>Adjusts supports in response to documented barriers and subgroup needs, with adjustments aligned to identified outcome goals.</i>	<i>Supports are precisely adjusted and calibrated to documented barrier conditions and subgroup needs, with adjustments recorded and tied to expected outcome improvements.</i>
Inclusive Participation in Collaborative Work			
<i>Collaborative processes overlook or exclude relevant participants.</i>	<i>Participation is uneven and not driven by data or inconsistently inclusive.</i>	<i>Structures collaborative processes to include role-relevant participants and uses participation evidence to inform planning and support decisions.</i>	<i>Collaborative processes consistently ensure inclusive, role-relevant participation, with representation patterns reviewed and participation gaps addressed through documented adjustments.</i>
Equitable Distribution of Support Resources			
<i>Support resources are distributed without regard to documented need.</i>	<i>Resource distribution partially reflects need but lacks organization and consistency.</i>	<i>Distributes support resources based on documented student and support needs and risk indicators.</i>	<i>Resource distribution is prioritized and calibrated using multiple documented need and risk indicators, with allocation decisions traceable to data, matched to subgroup and access gaps, and adjusted based on monitored outcomes.</i>
Use of Risk Factors in Support Decisions			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Risk indicators are not reviewed or used when making student support decisions.</i>	<i>Risk indicators are reviewed occasionally, but use is inconsistent or not clearly connected to support decisions.</i>	<i>Documented risk indicators are reviewed and used to inform and justify student support prioritization and intervention decisions.</i>	<i>Multiple documented risk indicators are analyzed together and used to prioritize supports, calibrate intervention intensity, and guide timely support decisions, with actions traceable to risk evidence.</i>
Monitoring Equity Impact of Support Actions			
<i>No review of equity impact is conducted after supports are implemented.</i>	<i>Equity impact is reviewed sporadically or informally.</i>	<i>Reviews equity impact of support using subgroup and outcome indicators and makes support adjustments when indicated.</i>	<i>Equity impact is regularly evaluated using multiple outcome and subgroup indicators, with results used to recalibrate supports, resource allocation, and prioritization decisions. Analysis of belonging and social emotional climate indicators across student groups.</i>
Monitoring Risk Reduction and Support Impact			
<i>Risk status and support impact are not monitored after interventions are assigned.</i>	<i>Risk status is reviewed intermittently, but monitoring is inconsistent or not connected to support adjustments.</i>	<i>Risk indicators and support impact are monitored using documented progress measures and used to inform support adjustments.</i>	<i>Multiple risk and progress indicators are monitored on a defined cycle, and results are used to recalibrate supports, intervention intensity, and prioritization decisions.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2c. Advancing Equity, Access, and Inclusive Support Practices	Observation of planning meetings, coaching sessions, or team discussions where the Teacher Specialist prioritizes support efforts and allocates time to address instructional needs	Coaching schedules; professional learning calendars; improvement planning documents; resource guides; implementation plans supporting instructional initiatives	Analysis of instructional practice data, student performance trends, or program implementation indicators used to determine priorities for support	Communication with teachers, administrators, and teams regarding priorities for instructional support, resource use, and scheduling of improvement efforts	Collaboration with instructional leadership teams, PLCs, administrators, and support staff to coordinate priorities and allocate resources that support improvement efforts	Evidence that effective management of time and resources supports implementation of instructional initiatives, coordinated learning, and improved teaching practices	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

2d Communication and Coordination Systems

Focus

Teacher Specialist (Type II) uses multiple forms of communication and coordination practices ensure that staff, families, and partners receive accurate, timely, and actionable information that supports aligned decisions and student outcomes.

Guiding Question: *To what extent does the Teacher Specialist (Type II) communication and coordination practices produce clarity, alignment, and timely action in support of student success?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Communication is unclear, limited in form, or unprofessional. Conflicts are ignored, delayed, or mishandled, allowing misunderstandings to undermine collaboration and instructional work.</i>	<i>Uses some communication methods, but messages may be inconsistent, delayed, or lack clarity. Conflicts are addressed unevenly, limiting their resolution and impact on professional relationships.</i>	<i>Uses appropriate and timely communication (verbal, written, and digital) to support collaboration and address conflict constructively while maintaining professional relationships.</i>	<i>Strategically uses multiple communication methods to ensure clarity, transparency, and shared understanding. Facilitates difficult conversations in ways that strengthen trust, resolve conflict, and advance instructional improvement.</i>
Critical Attributes			
Clarity and Accuracy of Professional Communication			
<i>Professional communication is unclear, incomplete, or inaccurate.</i>	<i>Communication is generally clear but inconsistent in accuracy or completeness.</i>	<i>Communication is clear, accurate, and complete for intended audiences.</i>	<i>Communication is consistently clear, accurate, and technically precise, reducing misinterpretation and decision error.</i>
Timeliness of Communication for Support Decisions			
<i>Important information is communicated late, incomplete or not at all.</i>	<i>Communication occurs but with delays that limit usefulness and relevance.</i>	<i>Communication occurs in a timely manner aligned to support needs and decision timelines.</i>	<i>Communication is consistently timely and anticipatory, enabling proactive support and decision action with documented evidence of follow-through and monitored impact measures.</i>
Use of Multiple Communication Channels			
<i>Communication relies on a single channel regardless of audience or purpose.</i>	<i>More than one channel is used but not matched to audience or urgency.</i>	<i>Multiple communication channels are used and intentionally matched to audience, purpose, and urgency.</i>	<i>Multiple channels are intentionally matched to audience, urgency, and decision need, with confirmation of receipt when required.</i>
Coordination of Information Across Stakeholders			
<i>Information is shared in isolation across stakeholders.</i>	<i>Some coordination occurs but messages or updates are inconsistent.</i>	<i>Information is coordinated across relevant stakeholders with aligned updates and shared expectations.</i>	<i>Information is consistently coordinated across stakeholders with aligned messaging, documented action items, assigned responsibility, and action item tracking.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Action-Oriented Communication			
<i>Communication shares information only, without action direction.</i>	<i>Communication sometimes includes next steps but lacks clarity or ownership.</i>	<i>Communication includes clear next steps, responsibility, and expected timelines.</i>	<i>Communication consistently produces defined actions, assigned ownership, timelines, and documented follow-through.</i>
Documentation of Key Communications and Decisions			
<i>Key communications and decisions are not documented and not considered as relevant.</i>	<i>Key communications and decisions are documented intermittently, with gaps in completeness, format, or retrievability.</i>	<i>Key communications and decisions are documented in a consistent format, organized for retrieval, and used to support follow-through.</i>	<i>Key communications and decisions are systematically documented, organized for retrieval, and traceable to action items, assigned responsibility, timelines, and follow-through status.</i>
Constructive Navigation of Professional Disagreement			
<i>Professional disagreements are avoided or escalate without resolution.</i>	<i>Disagreements are addressed inconsistently or without clear resolution.</i>	<i>Disagreements are addressed constructively and resolved with agreed next steps.</i>	<i>Disagreements are addressed constructively using evidence and result in aligned decisions, documented agreements, and follow-through actions.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2d. Communication and Coordination Systems	Observation of professional interactions with teachers, administrators, or teams demonstrating respect, confidentiality, and professional judgment during coaching, consultation, or leadership discussions	Professional standards documentation; confidentiality agreements; coaching protocols; professional practice guidelines	Review of documentation practices demonstrating responsible and ethical handling of instructional feedback, team discussions, or program information	Communication with staff and administrators reflecting professional tone, responsible feedback, and appropriate sharing of information	Collaboration with instructional teams, leadership groups, and administrators demonstrating trust, professionalism, and responsible decision making	Evidence that professional conduct strengthens trust, supports effective collaboration, and promotes a positive professional culture within the school community	Goal 4 – Safe, Supportive, and Inclusive School Environments

2e Organizing Service Space and Access to Supports

Focus

The Teacher Specialist (Type II) ensures that physical space, materials, digital systems, and access procedures are organized to support safe, confidential, and effective delivery of student services.

Guiding Question: *To what extent does the Teacher Specialist (Type II) organize service environments and systems so that students can access supports safely, confidentially, and efficiently (infrastructure and operational readiness)?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Service space, materials, or systems are disorganized or unsuitable for service delivery. Privacy, safety, or confidentiality may be compromised. Students may encounter barriers to accessing services or supports.</i>	<i>Service space and materials allow services to occur but organization, privacy, or accessibility may be inconsistent. Procedures for accessing services may exist but are not always clear or consistently implemented.</i>	<i>Service spaces, materials, and systems are organized and support safe, confidential, and effective service delivery. Procedures allow students to access services appropriately and efficiently based on identified needs.</i>	<i>Service spaces, materials, and systems are intentionally organized to maximize safety, confidentiality, accessibility, and effectiveness of services. The specialist refines procedures and supports others in establishing environments that improve student access to services and supports.</i>
Critical Attributes			
Service Space Supports Privacy and Confidentiality			
<i>Service space does not adequately support privacy or confidentiality. Student records or materials may be unsecured or visible.</i>	<i>Service space generally allows confidentiality but organization or safeguards may require occasional reminders or adjustment.</i>	<i>Service space supports privacy and confidentiality. Student records, materials, and service documentation are securely maintained.</i>	<i>Service environments and systems are intentionally organized to ensure strong confidentiality protections and serve as a model for others.</i>
Environment Supports Safe Service Delivery			
<i>Service environment creates potential safety concerns or limits appropriate supervision during service delivery.</i>	<i>Service environment supports basic safety but organization may occasionally limit efficiency or supervision.</i>	<i>Environment supports safe and appropriate delivery of services. Space arrangement allows effective supervision and interaction.</i>	<i>Service environments are proactively organized to ensure safe, efficient, and effective delivery of services across contexts.</i>
Student Access Systems for Services			
<i>Systems for requesting or scheduling services are unclear or inconsistently implemented, creating barriers for students.</i>	<i>Procedures for accessing services exist but may require clarification or support for consistent use.</i>	<i>Clear procedures allow students and staff to request or schedule services efficiently and appropriately.</i>	<i>Access systems are consistently implemented and refined to improve efficiency and equitable access to services.</i>
Organization of Materials and Resources			
<i>Materials, tools, or service resources are disorganized, incomplete, or difficult to locate when needed.</i>	<i>Materials and resources are available but organization may occasionally require adjustment.</i>	<i>Materials and resources are organized and readily accessible to support service delivery.</i>	<i>Materials and resources are intentionally organized to support efficient and responsive services and may serve as a model for others.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Digital Systems Support Secure Documentation			
<i>Digital or documentation systems are disorganized or insufficiently secured, risking inaccurate or incomplete records.</i>	<i>Digital systems support documentation but may require guidance to ensure consistent organization or security.</i>	<i>Digital systems support accurate documentation and secure records management.</i>	<i>Digital systems are organized, secure, and consistently maintained to support efficient documentation and reliable service records.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
2e. Organizing Service Space and Access to Supports	Observation of professional learning sessions, PLC meetings, coaching discussions, or leadership meetings facilitated by the Teacher Specialist (Type II) that support collaboration and instructional improvement	Professional learning plans; facilitation protocols; meeting agendas; coaching materials; improvement planning tools; instructional support resources	Analysis of instructional practice data, student performance indicators, or program implementation data used to guide professional learning priorities	Communication with teachers, administrators, and teams explaining instructional focus areas, improvement initiatives, or professional learning opportunities	Collaboration with instructional leadership teams, PLCs, administrators, and support staff to coordinate professional learning structures and improvement efforts	Evidence that organized professional learning environments support collaboration, effective implementation of strategies, and improved instructional practices across teams	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

DOMAIN 3

Delivery of Support and Coaching

Focus

High-impact support, coaching, feedback, and professional learning. Providing responsive coaching, consultation, and professional learning that support the implementation of evidence-based instructional practices and strengthen teaching and learning.

3a Using Multi-Source Evidence to Guide Coaching and Support

Focus

The extent to which the Teacher Specialist (Type II) gathers and analyzes available, student data, climate and culture indicators, and family-community information to identify needs and guide student outcomes.

Guiding Question: *To what extent are support and coaching actions grounded in available artifacts of learning, student data, climate indicators, and family-community information to guide student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Relies on limited, inappropriate, or non-relevant evidence to inform coaching, feedback, or professional learning. Multi-source data and family-community information are not meaningfully used to guide support decisions.</i>	<i>Uses some multi-source evidence and limited family-community information to guide coaching and support, but analysis is partial and inconsistently connected to identified needs or support decisions.</i>	<i>Uses multiple documented sources of multi-source evidence (student data, work samples, varied assessments, progress monitoring, risk and support indicators), along with relevant family-community information, to guide coaching, feedback, and support decisions that accurately target identified needs.</i>	<i>Synthesizes multiple multi-source evidence inputs and family-community information to identify cross-indicator patterns, anticipate barriers, and tailor coaching and support actions, with adjustments and results traceable to documented evidence.</i>
Critical Attributes			
Breadth of Evidence Sources Used			
<i>Relies on a narrow, singular or inappropriate data source.</i>	<i>Uses more than one source but without integration.</i>	<i>Uses multiple appropriate multi-source evidence inputs and relevant family-community information.</i>	<i>Uses multiple documented instructional, support, outcome, climate, risk, and family-community evidence sources in combination.</i>
Quality and Accuracy of Evidence Interpretation			
<i>Does not analyze evidence patterns or understand its relevance.</i>	<i>Reviews evidence at surface level only with partial interpretation or connections.</i>	<i>Analyzes trends to identify needs and priorities.</i>	<i>Analyzes cross-indicator and cross-group patterns to identify root needs, priority levels, and likely barriers to adjust support strategies.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Evidence-to-Decision Linkage			
<i>Support actions are not linked to evidence.</i>	<i>Some actions reference evidence but inconsistently.</i>	<i>Support decisions are documented and linked to evidence sources.</i>	<i>Support decisions, targeting, and adjustments are documented and traceable to specific evidence indicators and decision criteria.</i>
Precision of Coaching and Support			
<i>Support actions cannot be traced to evidence.</i>	<i>Some actions reference evidence but without clear decision linkage.</i>	<i>Support decisions are documented and linked to evidence sources.</i>	<i>Supports are precisely targeted to documented need patterns, priority groups, and risk indicators based on integrated evidence.</i>
Integration of Family and Community Information			
<i>Family and community evidence is not considered.</i>	<i>Family and community input is considered occasionally but not linked to decision.</i>	<i>Relevant family and community information is used when guiding supports.</i>	<i>Family and community evidence is incorporated alongside other indicators and used in documented support decisions and adjustments.</i>
Monitoring and Adjustment Based on Evidence			
<i>Supports are not revisited after implementation.</i>	<i>Supports are reviewed informally or inconsistently.</i>	<i>Supports are reviewed using updated evidence and adjusted when indicated.</i>	<i>Supports are reviewed on a defined monitoring cycle using updated indicators, and adjustments are documented and decision-justified.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3a. Using Multi-Source Evidence to Guide Coaching and Support	Observation of coaching sessions, consultation meetings, or professional learning discussions where the Teacher Specialist provides guidance aligned to identified instructional needs	Coaching notes; consultation documentation; instructional support tools; professional learning materials; strategy guides used to support teachers	Analysis of student performance data, instructional practice indicators, or climate data used to guide coaching priorities and support actions	Communication with teachers and administrators regarding instructional strategies, support recommendations, and adjustments to practice	Collaboration with PLCs, instructional leadership teams, administrators, and support staff to provide coordinated instructional support	Evidence that responsive instructional support strengthens teacher practice, increases implementation of effective strategies, and contributes to improved student engagement or performance	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

3b Providing Actionable, Evidence-Based Support and Feedback

Focus

The Teacher Specialist (Type II) uses instructional, student, and climate-culture evidence to provide clear, actionable support and feedback that improves instructional practice and student learning.

Guiding Question: *To what extent does the Teacher Specialist (Type II) use instructional, student, and climate-culture data, along with family-community information, to provide meaningful support and feedback that improves instruction and student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Support and feedback are vague, infrequent, or not grounded in instructional, student, or climate-culture evidence. Available data and family-community information are not used to guide recommendations or support.</i>	<i>Uses some instructional, student, or climate-culture data to guide feedback and support, but use of evidence is inconsistent or only loosely connected to learning needs.</i>	<i>Uses instructional evidence (student data, work samples, varied assessments, and progress-monitoring information), along with climate-culture data and family-community context, to provide timely, specific, and actionable support that improves instructional practice and student learning.</i>	<i>Strategically synthesizes instructional, climate-culture, and family-community data to deliver highly targeted, responsive support and feedback that leads to sustained improvement in instructional practice and measurable gains in student outcomes.</i>
Critical Attributes			
Specific and Actionable Feedback			
<i>Feedback is vague, general, or descriptive without clear next steps.</i>	<i>Feedback includes some suggestions but lacks clarity, prioritization, or defined action steps.</i>	<i>Feedback includes specific, actionable steps aligned to documented needs and improvement goals.</i>	<i>Feedback includes clearly defined action steps, success indicators, implementation expectations, and monitoring checkpoints tied to documented evidence and prioritized outcomes.</i>
Evidence-based Feedback			
<i>Feedback is opinion-based and not grounded in instructional, student, risk, or climate data.</i>	<i>Feedback references data inconsistently or without clear connection to identified needs.</i>	<i>Feedback explicitly references documented instructional, student, or support indicators.</i>	<i>Feedback integrates multiple documented evidence sources and clearly links recommendations to specific indicators, trends, and decision criteria.</i>
Prioritization and Decision Logic			
<i>Feedback addresses issues randomly or without prioritization.</i>	<i>Some prioritization is evident but not clearly justified by data.</i>	<i>Feedback prioritizes needs based on documented evidence and identified gaps.</i>	<i>Feedback prioritization is explicitly justified using documented risk severity, trend patterns, subgroup gaps, and outcome thresholds, with rationale clearly articulated.</i>
Alignment to Documented Need Patterns			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Feedback is not aligned to identified need patterns or improvement goals.</i>	<i>Alignment to needs is partial or inconsistently applied.</i>	<i>Feedback is aligned to documented need patterns and improvement priorities.</i>	<i>Feedback is precisely aligned to prioritized need clusters and calibrated to intensity levels based on documented evidence.</i>
Follow-Through and Implementation Monitoring			
<i>No follow-up occurs after feedback is provided.</i>	<i>Follow-up occurs inconsistently or without documentation.</i>	<i>Follow-up occurs and is documented, with implementation reviewed.</i>	<i>Follow-up includes defined checkpoints, documented implementation status, evidence of progress monitoring, and recalibration decisions tied to measurable impact indicators.</i>
Impact Orientation of Support			
<i>Support is delivered without regard to impact on instructional practice or student outcomes.</i>	<i>Some attention is given to impact, but outcomes are not consistently measured.</i>	<i>Support is delivered with attention to instructional and student outcome indicators.</i>	<i>Support impact is measured using multiple instructional, outcome, climate, and risk indicators, and results inform continued support decisions.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3b. Providing Actionable, Evidence-Based Support and Feedback	Observation of coaching sessions, classroom walkthrough discussions, or professional learning facilitation where the Teacher Specialist supports teachers in implementing evidence-based instructional strategies	Coaching documentation; instructional strategy guides; professional learning materials; implementation protocols; observation tools used to support instructional improvement	Analysis of student performance trends, formative assessment data, or instructional practice indicators used to evaluate effectiveness of instructional strategies	Communication with teachers and administrators regarding instructional practices, implementation strategies, and feedback to support improvement	Collaboration with PLCs, instructional leadership teams, administrators, and support staff to support adoption and consistent use of effective instructional practices	Evidence that coaching and support contribute to increased use of evidence-based instructional strategies, improved teaching practices, and stronger student learning outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

3c Goal Setting for Instructional Leadership

Focus

The Teacher Specialist (Type II) establishes clear, data-informed instructional leadership goals that guide coaching, collaboration, and support efforts toward measurable improvements in educator practice and student outcomes.

Guiding Question: *To what extent does the Teacher Specialist (Type II) set and use instructional leadership goals grounded in multi-source evidence to guide coordinated support actions and measurable student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Goals are absent, vague, activity-based, or disconnected from instructional evidence, risk indicators, or student outcome data. Leadership actions lack clear direction.</i>	<i>Goals are stated but loosely connected to documented needs or lack measurable indicators and prioritization logic.</i>	<i>Goals are clear, measurable, and aligned to documented instructional, student, risk, and climate indicators. Goals guide coordinated coaching and support actions.</i>	<i>Goals are prioritized, data-justified, and calibrated to documented outcome gaps and risk severity. Goals include defined success thresholds, monitoring checkpoints, and adjustment criteria tied to measurable instructional and student improvement.</i>
Critical Attributes			
Clarity and Specificity of Instructional Leadership Goals			
<i>Goals are unclear, broad, or activity-focused.</i>	<i>Goals are stated but lack precision or outcome focus.</i>	<i>Goals are clearly articulated and focused on instructional practice and student outcomes.</i>	<i>Goals specify prioritized instructional shifts, target populations, and measurable outcome indicators.</i>
Data Basis and Evidence Justification			
<i>Goals are not grounded in documented evidence.</i>	<i>Goals reference limited or isolated data.</i>	<i>Goals are grounded in documented multi-source evidence, including instructional and student indicators.</i>	<i>Goals are justified using integrated multi-source evidence (achievement, risk, equity, climate, trend data) with clear prioritization rationale.</i>
Alignment to Identified Need Patterns			
<i>Goals do not reflect identified need patterns.</i>	<i>Goals loosely reflect identified needs.</i>	<i>Goals align directly to documented instructional or student need patterns.</i>	<i>Goals are calibrated to severity levels, subgroup gaps, and documented trend clusters.</i>
Measurability and Success Indicators			
<i>Goals lack measurable indicators.</i>	<i>Goals include general indicators without clear thresholds.</i>	<i>Goals include measurable indicators and defined success criteria.</i>	<i>Goals include defined metrics, success thresholds, timelines, and progress benchmarks tied to documented indicators.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Integration with Coaching and Support Systems			
<i>Goals are not connected to coaching or support actions.</i>	<i>Goals reference support loosely but lack coordination.</i>	<i>Goals guide coaching, collaboration, and support planning.</i>	<i>Goals drive coordinated coaching cycles, collaborative structures, and support prioritization with documented alignment.</i>
Monitoring and Adjustment of Leadership Goals			
<i>Goal progress is not monitored.</i>	<i>Monitoring is informal or inconsistent.</i>	<i>Goal progress is monitored using defined indicators.</i>	<i>Goal progress is reviewed on a defined cycle, with documented adjustment decisions tied to outcome data and risk indicators.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3c. Goal Setting for Instructional Leadership	Observation of PLC meetings, coaching conversations, professional learning sessions, or reflective discussions facilitated by the Teacher Specialist	Professional learning materials; reflection protocols; coaching reflection tools; meeting agendas; PLC facilitation resources	Analysis of instructional practice data, student performance indicators, or formative assessment results used to guide reflection and professional learning priorities	Communication with teachers and administrators encouraging reflection on instructional practices, student outcomes, and opportunities for improvement	Collaboration with PLCs, instructional leadership teams, administrators, and support staff to engage teams in reflective dialogue and professional growth	Evidence that reflective professional learning leads to improved instructional practices, stronger collaboration among teachers, and improved student engagement or performance	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

3d Leading Professional Learning and Coaching Cycles

Focus

Teacher Specialist (Type II) plans, facilitates, and refines professional learning and coaching cycles that respond to student, instructional, and climate-culture data and strengthen teacher practice.

Guiding Question: *To what extent does the Teacher Specialist (Type II) design and lead structured, data-responsive professional learning and coaching cycles that produce documented improvements in instructional practice and measurable gains in student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<p><i>No defined professional learning or coaching cycle is established. Activities are sporadic, compliance-driven, or disconnected from documented instructional, student, risk, or climate indicators. There is no structured sequencing, defined implementation expectations, or evidence of coordinated cycle design.</i></p>	<p><i>A professional learning or coaching cycle is referenced but lacks clarity, sequencing, or defined stages (analysis, action, monitoring and adjustment). Implementation expectations are loosely defined, and alignment to documented instructional or student indicators is inconsistent. Facilitation and follow-through vary across teams.</i></p>	<p><i>A clearly defined and structured professional learning and coaching cycle (analysis, action, monitoring and adjustment) is implemented. Cycle stages are documented and aligned to multi-source instructional, student, risk, and climate indicators. Clear implementation expectations, defined checkpoints, and structured facilitation guide educator practice.</i></p>	<p><i>A clearly articulated, documented, and sustained professional learning and coaching cycle is implemented consistently across teams. Cycle stages are evidence-driven, sequenced with defined timelines and fidelity indicators, and embedded in collaborative structures. Facilitation strengthens collective educator capacity, and cycle implementation is coherent across teams and improvement priorities.</i></p>
Critical Attributes			
Leading Professional Learning and Coaching Cycles			
<p><i>No defined professional learning or coaching cycle is established. Activities are sporadic, compliance-driven, or disconnected from documented instructional, student, risk, or climate indicators. There is no structured sequencing, monitoring process, or evidence of impact.</i></p>	<p><i>A professional learning or coaching cycle is referenced, but stages (analysis, action, monitoring and adjustment) lack clarity, defined timelines, or documented checkpoints. Alignment to multi-source evidence is partial, and adjustments are inconsistent or weakly documented.</i></p>	<p><i>A clearly defined and structured professional learning and coaching cycle (analysis, action, monitoring, and adjustment) is implemented. Cycle stages are documented, aligned to multi-source instructional, student, risk, and climate indicators, and include defined checkpoints for reviewing implementation and impact.</i></p>	<p><i>A clearly articulated, documented, and sustained professional learning and coaching cycle is implemented consistently across teams. Cycle stages are evidence-driven, include defined monitoring checkpoints, and are refined using integrated multi-source impact data. Adjustments are prioritized, documented, and traceable to measurable improvements in instructional practice, subgroup performance, risk reduction, and climate indicators.</i></p>
Alignment to Multi-Source Evidence			
<p><i>Learning and coaching focus areas are not aligned to documented instructional or student needs.</i></p>	<p><i>Focus areas reference data inconsistently or superficially.</i></p>	<p><i>Learning and coaching priorities are aligned to documented instructional, student, risk, and climate indicators.</i></p>	<p><i>Learning and coaching priorities are explicitly justified using integrated multi-source evidence, including subgroup trends, risk indicators, and documented outcome gaps.</i></p>

Unsatisfactory	Basic	Proficient	Distinguished
Clarity of Implementation Expectations			
<i>No clear expectations for implementation are established.</i>	<i>Expectations are stated but vague or loosely defined.</i>	<i>Clear educator action steps and implementation expectations are established.</i>	<i>Implementation expectations include defined actions, timelines, fidelity indicators, and measurable success criteria tied to documented needs.</i>
Monitoring of Implementation Fidelity			
<i>Implementation is not monitored.</i>	<i>Implementation is monitored informally or inconsistently.</i>	<i>Implementation progress is reviewed using defined checkpoints and commonly agreed milestones.</i>	<i>Implementation is monitored on a defined cycle using documented evidence of fidelity and educator application across classrooms or teams.</i>
Use of Defined Monitoring Checkpoints			
<i>No checkpoints or progress reviews occur.</i>	<i>Checkpoints occur sporadically or without documentation.</i>	<i>Defined monitoring checkpoints are established and used to review progress.</i>	<i>Monitoring checkpoints are scheduled, documented, and used to make timely, evidence-based adjustments to cycle focus or intensity.</i>
Responsiveness and Recalibration of Cycles			
<i>Cycles continue unchanged regardless of impact.</i>	<i>Adjustments occur occasionally but lack clear data justification.</i>	<i>Adjustments are made based on reviewed evidence of instructional or student impact.</i>	<i>Cycle stages, focus areas, and support intensity are recalibrated based on documented instructional, outcome, risk, and climate indicators. Decisions are traceable to reviewed evidence.</i>
Measured Impact on Instruction and Student Outcomes			
<i>No evidence of impact on instructional practice or student outcomes.</i>	<i>Limited or anecdotal evidence of impact.</i>	<i>Evidence shows improvement in instructional practice or student outcomes aligned to cycle goals.</i>	<i>Measurable improvements in instructional practice, subgroup performance, risk reduction, or climate indicators are documented and traceable to cycle implementation.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3d. Leading Professional Learning and Coaching Cycles	Observation of coaching sessions, PLC discussions, or instructional leadership meetings where the Teacher Specialist (Type II) reviews implementation of strategies and discusses adjustments to support teachers	Coaching logs; implementation monitoring tools; walkthrough observation notes; progress monitoring frameworks; instructional feedback documentation	Analysis of instructional practice data, student performance indicators, formative assessment results, or implementation data used to evaluate effectiveness of strategies	Communication with teachers and administrators regarding progress of implementation, instructional adjustments, and recommendations for improvement	Collaboration with PLCs, instructional leadership teams, administrators, and support staff to review progress and adjust instructional support efforts	Evidence that monitoring and adjustment of instructional strategies strengthens implementation, improves teaching practices, and contributes to improved student learning outcomes	Goal 2 – Empower Data-Driven Decision Making and Accountability

3e Monitoring and Adjusting Instructional Support Based on Impact

Focus

The Teacher Specialist (Type II) systematically monitors the impact of coaching, professional learning, and support actions using multi-source evidence and makes timely, documented adjustments to strengthen instructional practice and improve student outcomes.

Guiding Question: *To what extent does the Teacher use defined monitoring processes and multiple sources to make timely adjustments to improve teacher practice and student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Rarely monitors the impact of coaching, professional learning, or support services. Decisions are not informed by instructional, student, subgroup, risk, or climate indicators. Adjustments are absent or reactive, and outcomes are unclear or undocumented.</i>	<i>Monitors some indicators of impact, but review is informal, inconsistent, or limited to isolated data points. Adjustments occur sporadically and lack documented rationale or connection to defined success thresholds.</i>	<i>Uses multiple instructional, student, subgroup, risk, and climate indicators to monitor the impact of support actions. Reviews occur on defined checkpoints, and adjustments are timely, documented, and aligned to reviewed evidence and established outcome criteria.</i>	<i>Implements a defined and sustained monitoring cycle integrating multi-source impact indicators across instructional practice, student outcomes, subgroup performance, risk reduction, and climate measures. Adjustment decisions are prioritized, documented, and traceable to defined success thresholds, resulting in measurable and sustained improvement across monitoring cycles.</i>
Critical Attributes			
Defined Monitoring System			

Unsatisfactory	Basic	Proficient	Distinguished
<i>No defined monitoring process exists. Impact is not reviewed, or reviews occur only reactively after significant performance decline.</i>	<i>Monitoring occurs inconsistently and without defined indicators, timelines, or review protocols. Reviews lack structured checkpoints.</i>	<i>A defined monitoring process with clear indicators and checkpoints is used.</i>	<i>A documented monitoring cycle with scheduled checkpoints, defined indicators, and review protocols is consistently implemented.</i>
Use of Multi-Source Impact Indicators			
<i>Relies on isolated or anecdotal indicators. Fails to review relevant instructional, risk, or climate data when evaluating impact.</i>	<i>Reviews more than one indicator but does not integrate them or analyze patterns across groups or time.</i>	<i>Multiple indicators (instructional, student risk factors, climate/culture) are reviewed to assess impact.</i>	<i>Integrated multi-source impact indicators are analyzed together to determine instructional shifts, subgroup trends, risk reduction, and climate response.</i>
Data-to-Adjustment Logic			
<i>Continues support strategies despite limited or negative impact evidence. No clear rationale for decisions.</i>	<i>Makes adjustments sporadically or without clear connection to reviewed evidence. Rationale is weak or undocumented.</i>	<i>Adjustments are made based on reviewed evidence of impact.</i>	<i>Adjustment decisions are explicitly justified using documented evidence, trend patterns, and defined success thresholds.</i>
Timeliness of Adjustment			
<i>Fails to respond to early warning indicators or worsening performance trends.</i>	<i>Responds to performance concerns but only after issues escalate or monitoring cycles are delayed.</i>	<i>Adjustments are made in a timely manner based on reviewed indicators.</i>	<i>Adjustments are proactive and responsive to early warning indicators and monitored trend shifts before performance gaps widen.</i>
Documentation and Traceability of Impact Review			
<i>Monitoring reviews and adjustments are undocumented or cannot be tracked or traced to prior support actions.</i>	<i>Documentation is inconsistent, incomplete, or lacks connection between review findings and adjustment decisions.</i>	<i>Monitoring results and adjustments are documented and retrievable.</i>	<i>Monitoring reviews, adjustment decisions, and outcome shifts are systematically documented and traceable to specific indicators and prior support actions.</i>
Sustained Outcome Improvement			
<i>No evidence of improvement over time; performance stagnates or declines without corrective action.</i>	<i>Short-term or isolated improvement occurs but is not sustained across monitoring cycles.</i>	<i>Evidence shows improvement in instructional practice or student outcomes aligned to support goals.</i>	<i>Sustained, measurable improvement in instructional practice, subgroup outcomes, risk reduction, or climate indicators are documented across monitoring cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
3e. Monitoring and Adjusting Instructional Support Based on Impact	Observation of meetings or coaching sessions where the Teacher Specialist (Type II) references documentation of support efforts, implementation progress, or instructional improvement plans	Coaching logs; implementation tracking documents; professional learning records; program evaluation reports; instructional improvement documentation	Analysis of student performance data, instructional practice indicators, or program implementation data used to evaluate the effectiveness of support efforts	Communication with teachers, administrators, or leadership teams regarding documented progress, support strategies, and next steps for improvement	Collaboration with PLCs, instructional leadership teams, administrators, and support staff reviewing documentation to monitor implementation and guide improvement efforts	Evidence that documentation of instructional support and improvement initiatives informs decisions, strengthens instructional practices, and contributes to improved student outcomes	Goal 2 – Empower Data-Driven Decision Making and Accountability

DOMAIN 4

Professional Responsibility, Systems, and Results

Focus

Professional integrity, data stewardship, and responsibility for results. Maintaining accurate documentation, collaborating with educators and leadership teams, advocating for equitable instructional practices, and contributing to continuous improvement efforts across the school community.

4a Reflecting on Practice and Impact

Focus

The extent to which the Teacher Specialist (Type II) systematically engages in structured, evidence-based reflection on leadership actions, coaching, and professional learning efforts to refine practice and improve instructional quality and student outcomes.

Guiding Question: *To what extent does the Teacher Specialist (Type II) engage in structured, evidence-based reflection on leadership actions and use documented findings to refine practice and improve instructional and student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Does not reflect on the effectiveness of leadership actions or relies on informal impressions without evidence. No adjustments are made to improve impact.</i>	<i>Reflects on leadership actions occasionally but relies on limited or anecdotal evidence. Adjustments are inconsistent or loosely connected to outcomes.</i>	<i>Uses documented instructional, student risk factors, and climate indicators to reflect on the effectiveness of leadership actions and makes aligned adjustments to improve impact.</i>	<i>Engages in structured, evidence-based reflection using multi-source impact data, stakeholder feedback, and documented outcomes to refine leadership strategies, resulting in measurable and sustained improvements in instructional practice and student learning.</i>
Critical Attributes			
Use of Evidence in Reflection			
<i>Reflection is absent or based on personal impressions without reviewing documented instructional, student performance, student risk factors, or climate-culture data.</i>	<i>Reflection references limited or isolated data points but lacks comprehensive evidence review.</i>	<i>Reflection incorporates documented instructional, student performance, student risk factors, and climate-culture indicators to evaluate leadership impact.</i>	<i>Reflection integrates multiple evidence sources, including trend analysis and stakeholder feedback, to evaluate leadership effectiveness and impact across indicators.</i>
Depth of Reflective Analysis			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflection is descriptive and does not analyze impact or contributing factors.</i>	<i>Reflection identifies strengths or weaknesses but lacks analysis of root causes or alignment to goals.</i>	<i>Reflection analyzes professional and/or leadership actions, contributing factors, and alignment to stated improvement goals.</i>	<i>Reflection includes root cause analysis, cross-indicator pattern review, and evaluation of strategy effectiveness across cycles.</i>
Alignment of Reflection			
<i>Reflection does not result in changes to professional and/or leadership practice.</i>	<i>Adjustments occur inconsistently or without clear connection to reviewed evidence.</i>	<i>Adjustments are aligned to reviewed evidence and documented improvement goals.</i>	<i>Adjustments are strategically prioritized, documented, and traceable to reflective findings and impact data across monitoring cycles.</i>
Documentation of Reflective Practice			
<i>Reflection and adjustment decisions are not documented.</i>	<i>Documentation is inconsistent or does not clearly connect reflection to action.</i>	<i>Reflective analyses and resulting adjustments are documented and retrievable.</i>	<i>Reflective analyses, adjustment decisions, and documented impact shifts are systematically recorded and aligned to leadership goals and monitoring cycles.</i>
Impact of Reflective Leadership			
<i>No evidence that reflection contributes to improved leadership effectiveness or student outcomes.</i>	<i>Limited or short-term improvement is observed following reflection.</i>	<i>Reflection contributes to improved leadership effectiveness and instructional practice.</i>	<i>Reflection results in sustained, measurable improvements in instructional quality, student outcomes, or student risk factor reduction across cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4a. Reflecting on Practice and Impact	Observation of leadership meetings, coaching sessions, or planning discussions where the Teacher Specialist (Type II) references documentation to guide instructional support or improvement initiatives	Coaching documentation; program reports; implementation records; improvement plans; professional learning documentation	Analysis of program data, instructional practice indicators, or student performance trends used to evaluate and report progress	Communication with teachers, administrators, and leadership teams regarding documented progress, program implementation, and improvement efforts	Collaboration with instructional leadership teams, administrators, and improvement committees reviewing documentation to coordinate improvement strategies	Evidence that accurate documentation and reporting support informed decision-making, coordinated improvement efforts, and strengthened instructional practices	Goal 2 – Empower Data-Driven Decision Making and Accountability

4b Maintaining Accurate, Timely, and Ethical Records and Data Systems

Focus

The Teacher Specialist (Type II) maintains accurate, timely, and ethical records and data systems that support instructional decision-making, accountability, and compliance.

Guiding Question: To what extent does the Teacher Specialist (Type II) ensure that records, data systems, and documentation are accurate, timely, and used appropriately to support instructional and organizational goals?

Unsatisfactory	Basic	Proficient	Distinguished
<i>Records and data systems are missing, inaccurate, late, or not maintained according to district, state, or federal requirements. Data cannot be reliably used to support instructional or accountability decisions.</i>	<i>Records and data systems are maintained, but they may be incomplete, inconsistently updated, or not always aligned to accountability expectations.</i>	<i>Maintains accurate, complete, and timely records and data systems that meet district, state, and federal requirements and support instructional decision-making.</i>	<i>Maintains highly reliable, transparent, and timely data systems that support instructional planning, accountability, and continuous improvement across teams or programs.</i>
Critical Attributes			
Accuracy and Completeness of Records			
<i>Records are incomplete, inaccurate, or inconsistently maintained. Documentation gaps interfere with support continuity.</i>	<i>Records are generally maintained but may lack completeness, consistency, or clarity.</i>	<i>Records are accurate, complete, and consistently maintained to support instructional and student decision-making.</i>	<i>Records are systematically maintained, reviewed for accuracy, and aligned to leadership goals, student performance data, and student risk factors to ensure continuity and integrity of support actions.</i>
Organization and Accessibility			
<i>Records are disorganized, difficult to retrieve, or inconsistently stored.</i>	<i>Records are organized but retrieval is inconsistent or dependent on informal systems.</i>	<i>Records are organized, retrievable, and accessible to appropriate stakeholders when needed.</i>	<i>Records are systematically organized within structured systems that allow efficient retrieval, role-appropriate access, and continuity across monitoring cycles.</i>
Confidentiality and Legal Compliance			
<i>Fails to follow confidentiality requirements or mishandles protected student information.</i>	<i>Demonstrates general awareness of confidentiality guidelines but applies safeguards inconsistently or without full understanding of legal requirements.</i>	<i>Maintains confidentiality and handles student records, Student Risk Factors, and instructional documentation in compliance with local, state, and federal guidelines (e.g., FERPA).</i>	<i>Proactively ensures ethical and legally compliant data practices, models responsible handling of protected information, and aligns documentation systems to FERPA and applicable state and district policies.</i>
Alignment to Instructional and Student Support Systems			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Documentation is disconnected from instructional goals or student support systems.</i>	<i>Documentation references instructional or student support elements but lacks consistent alignment.</i>	<i>Documentation aligns with instructional goals, student performance data, and student risk factors.</i>	<i>Documentation is intentionally structured to align with leadership goals, coaching cycles, student performance data, and student risk factors to ensure traceable and coordinated support actions.</i>
Timeliness of Documentation			
<i>Documentation is delayed or outdated, limiting effective decision-making.</i>	<i>Documentation is updated periodically but not consistently aligned to monitoring checkpoints.</i>	<i>Documentation is timely and updated to reflect coaching, professional learning, and support actions.</i>	<i>Documentation is updated in alignment with defined monitoring cycles and checkpoints, ensuring decisions are informed by current and accurate information.</i>
Traceability of Leadership Actions			
<i>Leadership actions cannot be traced through documentation.</i>	<i>Some documentation exists but lacks clear connection between actions and outcomes.</i>	<i>Documentation links leadership actions to coaching plans, support decisions, and monitoring checkpoints.</i>	<i>Documentation clearly traces leadership actions from evidence review through support implementation and impact monitoring, ensuring full accountability across cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4b. Maintaining Accurate, Timely, and Ethical Records and Data Systems	Observation of instructional leadership meetings, PLC sessions, coaching conversations, or improvement planning meetings where the Teacher Specialist (Type II) collaborates with educators and administrators	Meeting agendas; collaboration logs; professional learning plans; improvement planning documents; team facilitation materials	Analysis of student performance data, instructional practice indicators, or program data used to guide collaborative decision making	Communication with teachers, administrators, and leadership teams regarding instructional priorities, improvement strategies, and program implementation	Collaboration with PLCs, instructional leadership teams, administrators, and multidisciplinary teams to coordinate instructional improvement efforts	Evidence that collaboration strengthens instructional practices, supports coordinated improvement initiatives, and contributes to improved student outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

4c Communicating and Collaborating with Stakeholders

Focus

The Teacher Specialist (Type II) engages in timely, coordinated, and purpose-driven communication and collaboration with educators, families, and relevant stakeholders to support instructional goals, student outcomes, and Student Risk Factors.

Guiding Question: *To what extent does the Teacher Specialist (Type II) communicate and collaborate with stakeholders in a timely, coordinated, and evidence-informed manner that strengthens instructional practice and improves student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Communication is unclear, infrequent, or inappropriate, leading to misunderstandings and limited coordination among staff, families, or community partners.</i>	<i>Communication is generally respectful but sometimes unclear, inconsistent, or delayed, limiting its effectiveness in supporting students and instructional work.</i>	<i>Communicates clearly, respectfully, and in a timely manner with administrators, teachers, families, and community partners to support student learning and school priorities.</i>	<i>Uses multiple communication methods to ensure clarity, transparency, and shared understanding among all stakeholders, strengthening partnerships that enhance student outcomes and school climate.</i>
Critical Attributes			
Clarity and Purpose of Communication			
<i>Communication is unclear, inconsistent, or lacks connection to instructional goals or student outcomes.</i>	<i>Communication is generally clear but lacks consistent alignment to documented goals or student needs.</i>	<i>Communication is clear, purposeful, and aligned to instructional goals, student performance, and Student Risk Factors.</i>	<i>Communication is strategically aligned to documented goals, evidence patterns, and prioritized student needs, ensuring shared understanding of expectations and outcomes.</i>
Timeliness and Responsiveness			
<i>Communication is delayed, reactive, or absent when concerns arise.</i>	<i>Communication occurs but may not be consistently timely or proactive.</i>	<i>Communication is timely and responsive to instructional needs, student performance concerns, and Student Risk Factors.</i>	<i>Communication is anticipatory, proactive, and responsive to emerging trends and early warning indicators before issues escalate.</i>
Coordination Across Stakeholders			
<i>Communication is fragmented or inconsistent across stakeholders.</i>	<i>Communication occurs with multiple stakeholders but lacks coordination or aligned messaging.</i>	<i>Communication is coordinated across educators and relevant stakeholders with aligned messaging and shared understanding of next steps.</i>	<i>Communication is systematically coordinated across stakeholders, with aligned messaging, documented action items, identified responsibilities, and follow-through tracking.</i>
Use of Multiple Means of Communication			
<i>Relies on limited or ineffective communication methods.</i>	<i>Uses more than one method but without strategic consideration of audience needs.</i>	<i>Uses appropriate and varied communication methods tailored to stakeholders.</i>	<i>Selects and integrates multiple communication methods strategically to ensure clarity, accessibility, and engagement across diverse stakeholder groups.</i>

Unsatisfactory	Basic	Proficient	Distinguished
Evidence-Based Dialogue			
<i>Conversations lack reference to instructional data, student performance, or Student Risk Factors.</i>	<i>References data inconsistently or superficially in discussions.</i>	<i>Uses documented instructional data, student performance indicators, and Student Risk Factors to inform collaborative dialogue.</i>	<i>Facilitates evidence-based dialogue that integrates multi-source data, strengthens trust, promotes shared ownership, and supports collective problem-solving.</i>
Documentation of Communication and Decisions			
<i>Communication and decisions are not documented.</i>	<i>Documentation is inconsistent or lacks clarity regarding next steps.</i>	<i>Key communications, action steps, and responsibilities are documented and retrievable.</i>	<i>Communications, decisions, assigned responsibilities, timelines, and follow-through status are systematically documented and traceable to leadership goals and monitoring cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4c. Communicating and Collaborating with Stakeholders	Observation of leadership discussions, coaching sessions, or team meetings where the Teacher Specialist (Type II) advocates for instructional practices and supports that promote equitable learning opportunities	Equity-focused instructional frameworks; intervention planning documents; improvement plans addressing student needs; program implementation materials	Analysis of student subgroup performance data, participation indicators, climate data, or risk factor indicators used to identify inequities or gaps in access	Communication with teachers and administrators regarding strategies that support equitable instruction and improved access to learning opportunities	Collaboration with leadership teams, PLCs, and support teams to address identified gaps and strengthen equitable instructional practices	Evidence that advocacy efforts support equitable access to instruction, strengthen instructional practices across classrooms, and contribute to improved student engagement or achievement	Goal 4 – Safe, Supportive, and Inclusive School Environments

4d Engaging in Professional Growth and Leadership Contribution

Focus

Teacher Specialist (Type II) engages in continuous professional growth and contributes to instructional improvement efforts in ways that strengthen educator practice and improve student outcomes, including attention to Student Risk Factors and schoolwide priorities.

Guiding Question: *To what extent does the Teacher Specialist (Type II) pursue and apply professional learning that strengthens instructional leadership, supports school improvement priorities, and results in measurable impact on educator practice and student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Engages minimally in professional learning and demonstrates limited contribution beyond assigned responsibilities. Growth activities are compliance-driven and disconnected from documented student, risk, equity, or climate needs. Little evidence of impact on instructional or system improvement.</i>	<i>Participates in professional learning and contributes when prompted. Growth activities show partial alignment to instructional or student needs but lack sustained application or measurable system impact. Contribution to schoolwide improvement efforts is intermittent or limited in scope.</i>	<i>Engages in relevant professional learning aligned to documented student performance, Student Risk Factors, Equity Indicators, and climate data. Applies learning to strengthen leadership practice and contributes meaningfully to instructional coherence, collaborative structures, and improvement initiatives. Demonstrates evidence of impact beyond individual practice.</i>	<i>Pursues strategic professional growth directly aligned to documented equity disparities, layered risk patterns, instructional priorities, and climate-culture needs. Applies learning to refine systems, strengthen collective capacity, and influence sustainable instructional and support improvements. Contributions result in measurable improvement across student outcomes, risk reduction trends, and climate indicators, extending impact beyond assigned responsibilities.</i>
Critical Attributes			
Commitment to Ongoing Professional Learning			
<i>Does not engage in professional learning aligned to leadership responsibilities.</i>	<i>Participates in professional learning aligned to leadership responsibilities but alignment to documented instructional priorities, student performance data, or Student Risk Factors is inconsistent or loosely articulated.</i>	<i>Engages in targeted professional learning aligned to documented instructional priorities, student performance data, and Student Risk Factors, with clear connection to identified leadership goals.</i>	<i>Proactively seeks and engages in targeted professional learning aligned to documented instructional gaps, Student Risk Factors, and school improvement priorities.</i>
Application of Learning to Leadership Practice			
<i>Does not apply professional learning to leadership practice.</i>	<i>Applies elements of professional learning to leadership actions, but application lacks consistency, depth, or documented linkage to improvement goals.</i>	<i>Applies professional learning to refine coaching structures, professional learning cycles, and support strategies, with documented alignment to improvement goals.</i>	<i>Integrates new learning into leadership systems and coaching cycles with documented evidence of improved educator practice and measurable student outcomes.</i>
Contribution to School Improvement Efforts			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Does not contribute to broader instructional improvement initiatives.</i>	<i>Contributes to school improvement efforts but role clarity, impact, or alignment to documented needs is limited.</i>	<i>Contributes meaningfully to school improvement initiatives aligned to documented instructional gaps and Student Risk Factors.</i>	<i>Plays a strategic role in advancing school improvement priorities, aligning leadership actions to documented instructional gaps and Student Risk Factors.</i>
Alignment to Student Performance and Risk Factors			
<i>Professional growth efforts are disconnected from student outcomes or Student Risk Factors.</i>	<i>Growth efforts reference student outcomes or Student Risk Factors but without defined outcome targets or monitoring.</i>	<i>Professional growth efforts are intentionally aligned to documented student performance data and Student Risk Factors, with identified outcome targets.</i>	<i>Professional growth is intentionally targeted to address documented outcome gaps, subgroup trends, and Student Risk Factors, resulting in measurable improvement across monitoring cycles.</i>
Reflection on Professional Growth			
<i>Does not reflect on professional growth or its impact.</i>	<i>Reflects on growth experiences but analysis lacks depth or documented linkage to leadership impact.</i>	<i>Reflects on professional learning and documents how it informs leadership refinement and support decisions.</i>	<i>Engages in structured, documented reflection on professional growth and its measurable impact across instructional and student outcome indicators.</i>
Impact of Leadership Growth			
<i>No evidence that professional growth influences leadership effectiveness or student outcomes.</i>	<i>Limited evidence of influence on leadership practice or student outcomes.</i>	<i>Professional growth contributes to improved leadership effectiveness and instructional practice aligned to documented goals.</i>	<i>Professional growth results in sustained, measurable improvements in instructional quality, educator capacity, and student outcomes across cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4d. Engaging in Professional Growth and Leadership Contribution	Observation of leadership meetings, coaching discussions, or professional learning sessions where the Teacher Specialist (Type II) reflects on practices and identifies areas for improvement	Professional learning records; reflection logs; coaching reflection tools; professional growth plans; documentation of adjustments made to support strategies	Analysis of instructional practice data, student performance trends, or program implementation results used to inform reflection and improvement	Communication with teachers, administrators, or leadership teams regarding lessons learned, professional insights, and adjustments to support strategies	Collaboration with PLCs, leadership teams, and professional learning groups focused on improving instructional practices and support systems	Evidence that reflection and professional learning strengthen coaching practices, improve instructional support, and contribute to improved teaching and student outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

4e Demonstrating Professional Conduct and Ethical Leadership

Focus

The Teacher Specialist (Type II) demonstrates integrity, professionalism, ethical conduct, and reliability in leadership actions, modeling high standards of practice and promoting equitable, respectful environments aligned to district policies and student-centered priorities.

Guiding Question: *To what extent does the Teacher Specialist (Type II) demonstrate ethical conduct, professional integrity, and reliability in ways that strengthen trust, equity, and instructional improvement?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Engages in conduct that is unprofessional, unethical, or inconsistent with district expectations, undermining trust, safety, or professional relationships.</i>	<i>Generally behaves professionally but may demonstrate lapses in judgment, confidentiality, or adherence to ethical standards.</i>	<i>Consistently demonstrates professionalism, ethical conduct, and sound judgment in all professional responsibilities.</i>	<i>Serves as a model of ethical practice and professionalism, earning the trust and respect of staff, families, and the school community.</i>
Critical Attributes			
Adherence to Ethical and Professional Standards			
<i>Fails to adhere to professional standards or engages in conduct that undermines trust or confidentiality.</i>	<i>Generally adheres to professional standards but demonstrates occasional lapses in judgment, consistency, or policy alignment.</i>	<i>Consistently adheres to professional, ethical, and district standards in leadership actions and interactions.</i>	<i>Models ethical leadership practices, proactively safeguards confidentiality and equity, and reinforces professional standards across teams.</i>
Reliability and Professional Responsibility			
<i>Fails to meet responsibilities or follow through on commitments.</i>	<i>Meets responsibilities inconsistently or requires reminders to follow through.</i>	<i>Reliably fulfills leadership responsibilities and follows through on commitments in a timely manner.</i>	<i>Demonstrates exceptional reliability, anticipates responsibilities, and ensures coordinated follow-through across stakeholders and monitoring cycles.</i>
Equity and Respectful Leadership Conduct			
<i>Demonstrates behavior that undermines inclusive or respectful environments.</i>	<i>Generally maintains respectful interactions but inconsistently addresses equity concerns or bias.</i>	<i>Maintains respectful, inclusive interactions and aligns leadership decisions to equitable instructional practices and Student Risk Factors.</i>	<i>Proactively models inclusive leadership, addresses bias or inequities when identified, and ensures equitable access to supports aligned to Student Risk Factors and documented needs.</i>
Professional Judgment and Decision-Making			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Decisions are not aligned to district policies, documented evidence, or identified student needs. Student Risk Factors are not considered or are overlooked. Judgment results in unsupported or inappropriate actions that may negatively impact student outcomes or system integrity.</i>	<i>Decisions are generally appropriate but inconsistently aligned to district policies, documented evidence, and Student Risk Factors. Consideration of risk indicators is present but partial, inconsistent, or not clearly connected to decisions.</i>	<i>Demonstrates sound professional judgment aligned to district policies, instructional goals, documented evidence, and Student Risk Factors. Decisions are consistent, appropriate, and clearly connected to identified needs and expected outcomes.</i>	<i>Demonstrates consistent, principled judgment in which decisions are explicitly aligned to district policies, documented evidence, Student Risk Factors, and student-centered priorities. Decision-making is transparent, evidence-based, and traceable to defined outcomes, contributing to sustained instructional improvement and system coherence.</i>
Trust-Building and Professional Credibility			
<i>Leadership behavior diminishes trust or professional credibility.</i>	<i>Maintains basic professional credibility but does not consistently strengthen trust across teams.</i>	<i>Builds professional trust through consistent conduct, transparency, and alignment to instructional goals.</i>	<i>Strengthens collective trust and professional credibility through transparent decision-making, ethical consistency, and equitable leadership practices across teams.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4e. Demonstrating Professional Conduct and Ethical Leadership	Observation of instructional leadership meetings, professional learning facilitation, or improvement planning discussions where the Teacher Specialist (Type II) contributes to school-wide initiatives	School improvement plans; committee participation records; professional learning agendas; leadership documentation; initiative implementation materials	Analysis of student performance trends, instructional practice data, or school climate indicators used to guide improvement initiatives	Communication with teachers, administrators, and leadership teams regarding school improvement priorities and instructional initiatives	Collaboration with leadership teams, PLCs, improvement committees, and administrators to implement school-wide improvement strategies	Evidence that leadership contributions strengthen professional collaboration, support improvement initiatives, and contribute to improved instructional practices and student outcomes	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

4f Using Evidence to Demonstrate Results and Guide Continuous Improvement

Focus

The Teacher Specialist (Type II) contributes to broader instructional leadership efforts, strengthens professional culture, and advances system-level improvement aligned to documented academic, behavioral, attendance, climate, and social emotional indicators, Student Risk Factors, and climate-culture needs.

Guiding Question: *To what extent does the Teacher Specialist (Type II) extend leadership influence beyond assigned responsibilities to strengthen instructional systems, professional culture, and measurable student outcomes?*

Unsatisfactory	Basic	Proficient	Distinguished
<i>Does not use evidence to evaluate the impact of leadership actions. Results are unclear, undocumented, or not connected to instructional or student outcomes.</i>	<i>Uses some evidence of results, but data is limited, inconsistently analyzed, or not clearly connected to leadership actions.</i>	<i>Uses multiple sources of evidence to document the impact of leadership actions on instruction, student learning, and school climate.</i>	<i>Uses a broad range of evidence to clearly demonstrate the impact of leadership actions, communicate results to stakeholders, and guide sustained improvement across programs or teams.</i>
Critical Attributes			
Contribution Beyond Assigned Responsibilities			
<i>Does not contribute beyond minimum role expectations or to the professional culture of the school.</i>	<i>Contributes occasionally beyond assigned duties but without sustained influence on instructional practice or school climate</i>	<i>Contributes beyond assigned responsibilities in ways that support instructional improvement and strengthen professional culture.</i>	<i>Proactively extends leadership influence to advance instructional improvement and strengthen a positive, collaborative, and inclusive school climate aligned to documented needs.</i>
Capacity Building Across Teams			
<i>Does not support development of educator capacity or collaborative culture.</i>	<i>Supports capacity building inconsistently or within a limited scope.</i>	<i>Contributes to building educator capacity and collaborative culture through coaching, shared leadership, or structured collaboration.</i>	<i>Strengthens collective educator capacity and professional culture across teams, resulting in documented shifts in instructional practice, climate indicators, and student outcomes.</i>
Alignment to School Improvement and Climate Priorities			
<i>Leadership contributions are disconnected from school improvement or climate priorities.</i>	<i>Contributions reference improvement or climate priorities but lack clear alignment or measurable impact.</i>	<i>Contributions align to documented instructional goals, student performance data, Student Risk Factors, and climate-culture priorities.</i>	<i>Contributions strategically advance instructional, climate, and culture priorities with documented alignment to instructional gaps, subgroup trends, Student Risk Factors, and climate data.</i>
Advocacy for Student-Centered and Inclusive Practice			

Unsatisfactory	Basic	Proficient	Distinguished
<i>Does not advocate for instructional improvement or equitable climate practices.</i>	<i>Advocates inconsistently or without clear alignment to documented needs.</i>	<i>Advocates for equitable instructional practices and inclusive school climate aligned to student performance and Student Risk Factors.</i>	<i>Consistently advocates for equitable, evidence-based instructional and climate improvements aligned to documented performance gaps, Student Risk Factors, and climate indicators.</i>
Sustainability of Leadership and Cultural Impact			
<i>Leadership influence does not extend beyond isolated actions or positively affect school culture.</i>	<i>Some short-term influence is observed but lacks sustainability across instructional or climate systems.</i>	<i>Leadership influence contributes to ongoing instructional and professional culture improvement efforts.</i>	<i>Leadership contributions result in sustained, measurable improvements in instructional quality, educator capacity, school climate, and student outcomes across monitoring cycles.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
4f. Using Evidence to Demonstrate Results and Guide Continuous Improvement	Observation of leadership meetings, coaching reviews, or improvement discussions where the Teacher Specialist (Type II) examines outcomes and identifies next steps for instructional improvement	Program evaluation reports; coaching cycle summaries; improvement planning documents; outcome review reports; initiative evaluation materials	Analysis of student achievement trends, instructional practice indicators, climate data, or program implementation results used to evaluate effectiveness of improvement efforts	Communication with teachers, administrators, and leadership teams regarding findings from outcome reviews and recommended improvement strategies	Collaboration with instructional leadership teams, PLCs, administrators, and improvement committees to analyze results and refine instructional strategies	Evidence that review of outcomes leads to improved instructional practices, stronger implementation of initiatives, and sustained improvement in student learning and school systems	Goal 2 – Empower Data-Driven Decision Making and Accountability