

# KENTUCKY FRAMEWORK FOR TEACHING

## With Specialist Frameworks for Other Professionals Instructional Specialists

*The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:*

- 1. Planning and Preparation*
- 2. Classroom Environment/Environment*
- 3. Instruction/Delivery of Service*
- 4. Professional Responsibilities*

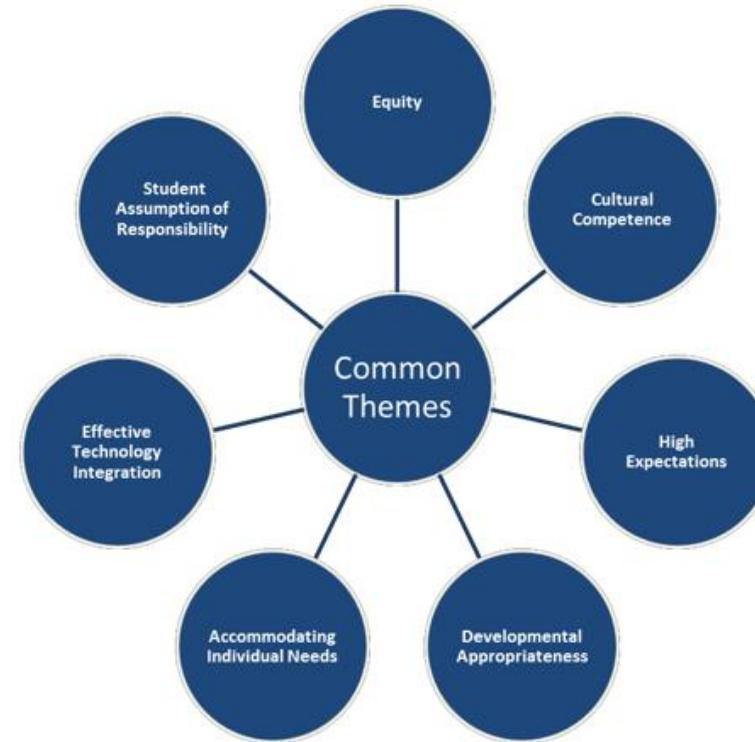
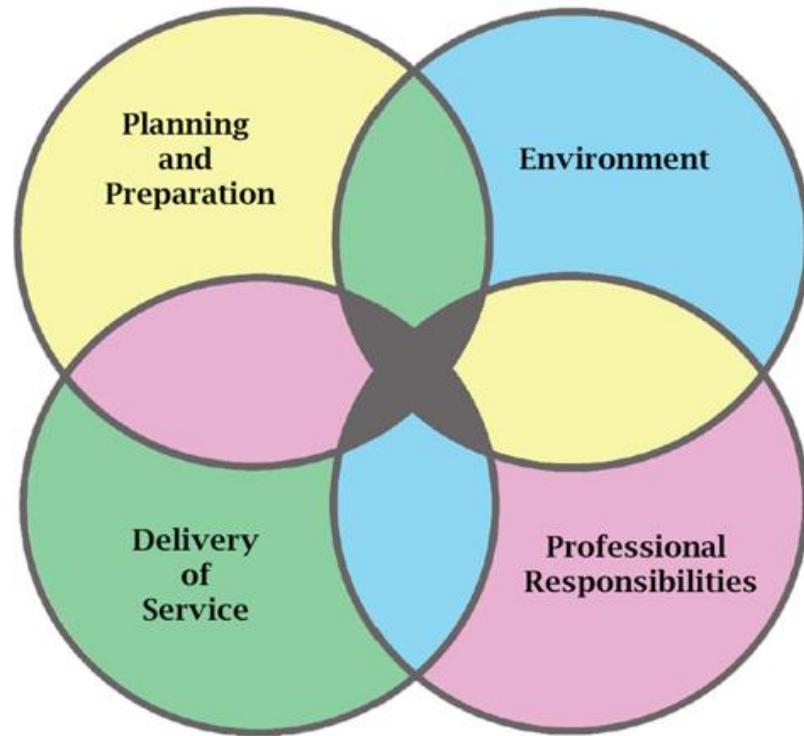
*It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.*

*Charlotte Danielson*

*(adapted for Kentucky Department of  
Education)*

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# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

## Possible samples of evidence:

Following the specialists' framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created. These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible samples of evidence may serve as evidence in the self-reflection and professional growth plan to inform the educators overall Professional Practice rating.

**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<b><u>Instructional Specialists Components</u></b>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of current trends in specialty area and professional development</li> <li>• Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</li> <li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• Planning the instructional program integrated with the overall school program</li> <li>• Developing a plan to evaluate the instructional support program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of trust and respect</li> <li>• Establishing a culture for ongoing instructional improvement</li> <li>• Establishing clear procedures for teachers to gain access to the instructional support</li> <li>• Establishing and maintaining norms of behavior for professional interactions</li> <li>• Organizing physical space for workshops or training</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Collaborating with teachers in the design of instructional units and lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Engaging teachers in learning new instructional skills</li> <li>• Sharing expertise with staff</li> <li>• Locating resources for teachers to support instructional improvement</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Preparing and submitting budgets and reports</li> <li>• Coordinating work with other instructional specialists</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	<b>Planning and Preparation</b>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>• Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li> <li>• Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Organizing time effectively</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the treatment center</li> <li>• Organizing physical space for testing of students and providing therapy</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals and evaluating student needs</li> <li>• Developing and implementing treatment plans to maximize student s success</li> <li>• Communicating with families</li> <li>• Collecting information; writing reports</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Collaborating with teachers and administrators</li> <li>• Maintaining an effective data management system</li> <li>• Participating in a professional community</li> <li>• Engaging and professional development</li> <li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> <li>• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>• Chairing evaluation team</li> <li>• Planning interventions to maximize student's likelihood of success</li> <li>• Maintaining contact with physicians and community mental health service providers</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Communicating with families</li> <li>• Maintaining accurate records</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of counseling theory and techniques</li> <li>• Demonstrating knowledge of child and adolescent development</li> <li>• Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>

Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<b>Library Media Specialists Components</b>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> </ul>

			<ul style="list-style-type: none"><li>● Knowledge of students’ skills and knowledge and language proficiency</li><li>● Knowledge of students’ interests and cultural heritage</li><li>● Knowledge of students’ special needs</li><li>● Supporting Instructional Goals</li><li>● Instructional resources and technology</li><li>● Instructional services</li><li>● Demonstrating Knowledge and Use of Resources</li><li>● Instructional materials and resources</li><li>● Search strategies</li><li>● Demonstrating a Knowledge of Literature and Lifelong Learning</li><li>● Children’s and young adult literature</li><li>● Reading promotion</li><li>● Collaborating in the Design of Instructional Experiences</li><li>● Collaborative skills</li><li>● Instructional materials and resources</li><li>● Research process</li><li>● Information, media, digital and technology literacy</li></ul>
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Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> <li>• Establishing a Culture for Learning</li> <li>• Ethos</li> <li>• Expectations for learning</li> <li>• Managing Library Procedures</li> <li>• Circulation procedures</li> <li>• Scheduling procedures</li> <li>• Managing student behavior</li> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> <li>• Organizing physical space</li> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Directions and procedures</li> <li>• Use of different methods</li> <li>• Using Questioning and Research Techniques</li> <li>• Quality of questions</li> <li>• Research techniques</li> <li>• Student inquiry</li> <li>• Engaging Students in Learning</li> <li>• Instructional materials and resources</li> </ul>

			<ul style="list-style-type: none"> <li>● Expectations for students</li> <li>● Assessment in Instruction (whole class, one-on-one and small group)</li> <li>● Assessment criteria</li> <li>● Monitoring of student learning</li> <li>● Quality feedback</li> <li>● Student self-assessment and monitoring of progress</li> <li>● Demonstrating Flexibility and Responsiveness</li> <li>● Teaching strategies</li> <li>● Lesson adjustments</li> <li>● Response to students</li> <li>● Persistence</li> </ul>
<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on teaching</li> <li>● Maintaining accurate records</li> <li>● Communicating with families</li> <li>● Participating in a professional community</li> <li>● Growing and developing</li> </ul>	<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on Practice</li> <li>● Reflection</li> <li>● Vision</li> <li>● Change</li> <li>● Maintaining Accurate Records</li> <li>● Catalog</li> <li>● Circulation</li> <li>● Statistics</li> <li>● Inventory</li> <li>● Using Data</li> <li>● Communicating with School Staff and Community</li> <li>● Information about the library program</li> <li>● Advocacy</li> <li>● Participating in a Professional Community</li> <li>● Service to the School</li> </ul>

			<ul style="list-style-type: none"> <li>● Participation in school and district projects</li> <li>● Involvement in a culture of professional inquiry</li> <li>● Relationship with colleagues</li> <li>● Growing and Developing Professionally</li> <li>● Enhancement of professional knowledge</li> <li>● Receptivity to feedback from colleagues</li> <li>● Service to the profession</li> <li>● Collection Development and Maintenance</li> <li>● Assessment</li> <li>● Selection/ Weeding</li> <li>● Managing the Library Budget</li> <li>● Data driven decisions</li> <li>● Budget development</li> <li>● Record keeping</li> <li>● Managing Personnel</li> <li>● Motivating leadership</li> <li>● Delegating responsibility</li> <li>● Training</li> <li>● Supervision</li> <li>● Evaluation</li> <li>● Professional ethics</li> <li>● Library Bill of Rights</li> <li>● Copyright law</li> <li>● Ethical use of information</li> <li>● Intellectual freedom</li> <li>● Privacy</li> <li>● Confidentiality</li> </ul>
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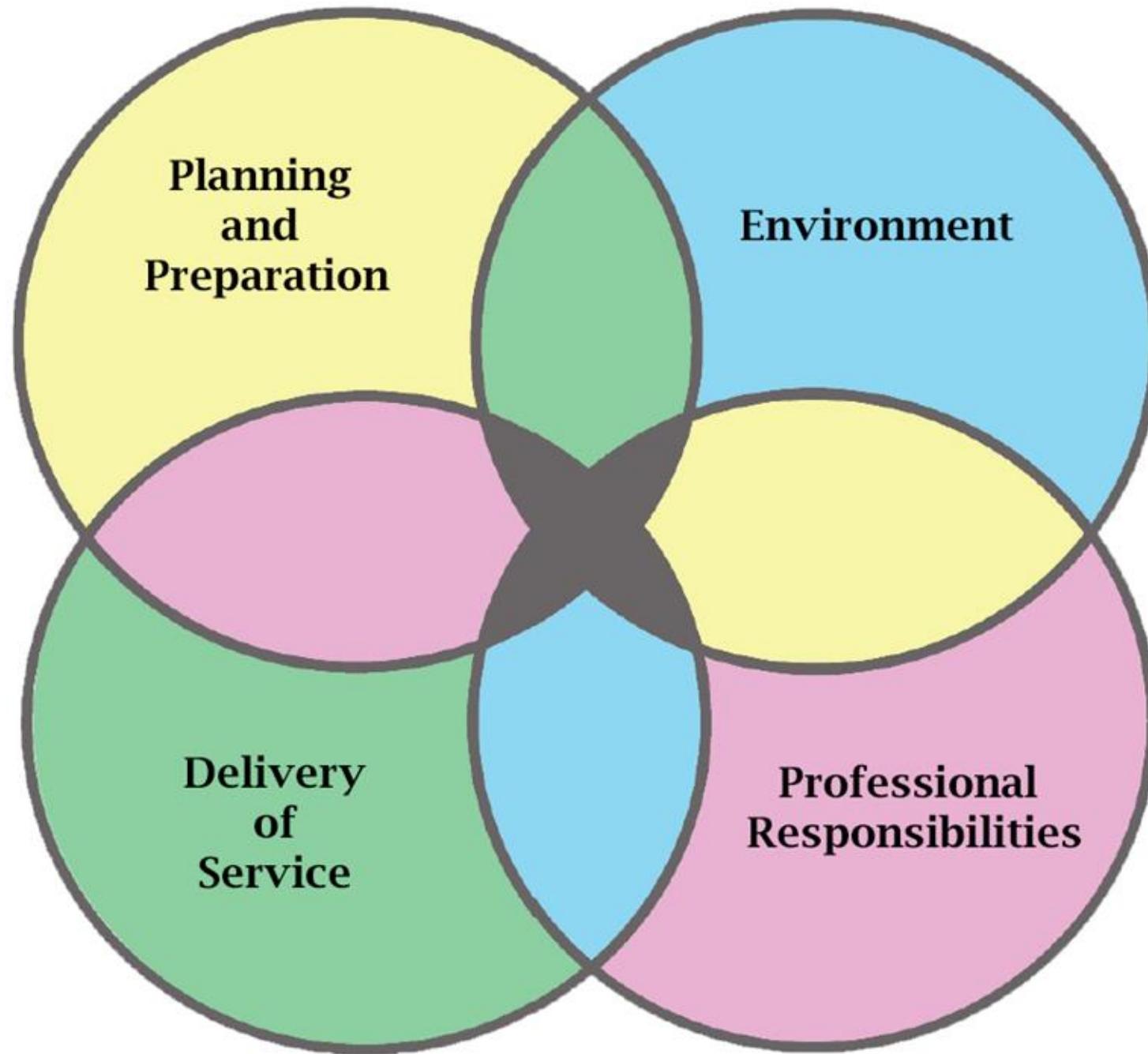
# Common Language

Domain 1: Planning & Preparation

1A - Knowledge of Content and Pedagogy	Component	Domain			
<ul style="list-style-type: none"> <li>Knowledge of Content and the Structure of the Discipline</li> <li>Knowledge of Prerequisite Relationships</li> <li>Knowledge of Content-Related Pedagogy</li> </ul>	<p>Learning, accomplished teachers have command of the subject they teach. They must have a command of the content that has evolved into the 21<sup>st</sup> century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relationships among the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
		<ul style="list-style-type: none"> <li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline.</li> <li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>

**Essential guidance for observers.**

**Performance Level**



# OPGES frameworks

## Domain 1: Planning & Preparation – Instructional Specialists

<i>IA -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.

<i>IB -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

<i>IC -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

## Domain 1: Planning &amp; Preparation – Instructional Specialists

<i>ID -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge of resources both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

<i>IE -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Planning the instructional support program integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

<i>IF -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2: The Environment – Instructional Specialists

<b>2A -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

<b>2B -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

<b>2C -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing clear procedures for teachers to gain access to the instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

## Domain 2: The Environment – Instructional Specialists

<b>2D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

<b>2E -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

### Domain 3: Delivery of Service – Instructional Specialists

<b>3A -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.

<b>3B -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

<b>3C -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

## Domain 3: Delivery of Service – Instructional Specialists

<b>3D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

<b>3E -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4: Professional Responsibilities – Instructional Specialists

<b>4A -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

<b>4B-</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

<b>4C -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.

## Domain 4: Professional Responsibilities – Instructional Specialists

<b>4D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Participating in a professional community	Instructional specialist's relationships colleagues are negative or self-serving the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates in school and district events and maintains positive and productive relationships with colleagues.	Instructional specialist makes a contribution to school and district events and projects and assumes a leadership role with colleagues.

<b>4E -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

<b>4F -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Showing professionalism including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.

## Possible samples of evidence

This document contains samples of roles and responsibilities completed by Instructional Specialists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible samples of evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

### Instructional Specialists

<b>Domain 1: Planning &amp; preparation – Instructional Specialists</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit</b>
<p><b><i>IA - Demonstrating knowledge of current trends in specialty area and professional development</i></b></p> <p><b>Accomplished:</b> Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.</p>	<ul style="list-style-type: none"> <li>• considers textual, visual, technological, and digital resources when researching content and instructional practices</li> <li>• is an expert in the building on the Kentucky Core Academic Standards</li> <li>• collaborates/consults in accessing of resources</li> <li>• is knowledgeable of best practices and how they relate to various contents</li> <li>• serves as a resource for teachers in regard to most recent research in content and instructional practices</li> </ul>
<p><b><i>IB - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</i></b></p> <p><b>Accomplished:</b> Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.</p>	<ul style="list-style-type: none"> <li>• focuses on needs of coaches to determine which coaching approach to apply</li> <li>• determines what type of coaching to apply to a given situation.</li> <li>• determines needs based on changing of behavior, changing beliefs or both</li> <li>• is aware of his/her own being when coaching</li> <li>• demonstrates an understanding of adult learning theory and applies it when analyzing coaching situations</li> <li>• demonstrates understanding of inquiry lens and applies it to coaching situations</li> <li>• demonstrates understanding of emotional intelligence theory and applies it to coaching situations</li> </ul>

<p><b>IC - Establishing goals for the instructional support program appropriate to the setting and the teachers served</b></p> <p><b>Accomplished:</b> Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.</p>	<ul style="list-style-type: none"> <li>• gathers a variety of data</li> <li>• meets and plans with coachee to assess data</li> <li>• co-constructs a plan of action</li> <li>• assists coachee to align with school or district vision</li> <li>• gathers data to analyze progress</li> <li>• engages coachee in reflection</li> <li>• develops a theory of action for each coachee and applies theory in conversations and actions</li> <li>• breaks learning into chunks for coachee and plans for gradual release of responsibility</li> </ul>
<p><b>ID - Demonstrating knowledge of resources both within and beyond the school and district</b></p> <p><b>Accomplished:</b> Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.</p>	<ul style="list-style-type: none"> <li>• accesses coaching resources and/or materials and resources</li> <li>• guides coachee to available materials and/or resources</li> <li>• reads and remains current on most recent research in instructional strategies, coaching strategies, and content related resources</li> </ul>
<p><b>IE - Planning the instructional support program integrated with the overall school program</b></p> <p><b>Accomplished:</b> Instructional specialist's plan is well designed to support teachers in the improvement of their skills.</p>	<ul style="list-style-type: none"> <li>• serves as resource on standards, curriculum design, and instructional practices</li> <li>• remains current on most recent research on curriculum design, standards and instructional practice</li> <li>• serves as a resource for teams/teachers in planning instruction</li> <li>• assists teachers in planning with focus on student centered goals</li> </ul>
<p><b>IF - Developing a plan to evaluate the instructional support program</b></p> <p><b>Accomplished:</b> Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<ul style="list-style-type: none"> <li>• serves as resource and facilitator in designing standards based formative and summative assessments with high levels of rigor</li> <li>• includes, during designing of instruction and assessment, student self-assessment and reflection</li> <li>• uses coaching strategies to guide teachers in reflective conversations</li> </ul>

<b>Domain 2: Environment - Instructional Specialists</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit</b>
<p><b>2A - Creating an environment of trust and respect</b></p> <p><b>Accomplished:</b> Relationships with the instructional specialist are respectful with some contacts initiated by teachers</p>	<ul style="list-style-type: none"> <li>• establishes an environment that supports a coaching relationship</li> <li>• builds trust with coachees and maintains that trust over time</li> <li>• maintains confidentiality at all times</li> <li>• demonstrates cultural competence at all times</li> <li>• demonstrates empathy and compassion</li> <li>• serves as a bridge for positive, supportive communication between and among staff and administration</li> </ul>
<p><b>2B - Establishing a culture for ongoing instructional improvement</b></p> <p><b>Accomplished:</b> Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.</p>	<ul style="list-style-type: none"> <li>• actively seeks opportunities for professional learning for self and staff</li> <li>• remains aware of school goals in professional growth</li> <li>• establishes study groups and/or cohorts to encourage professional learning</li> <li>• provides job embedded professional development</li> <li>• meets and consults regularly with administration to align work with teachers to the vision/mission of the school, district, and PGES plan</li> </ul>
<p><b>2C - Establishing clear procedures for teachers to gain access to the instructional support</b></p> <p><b>Accomplished:</b> Instructional specialist has established clear procedures for teachers to use in gaining access to support</p>	<ul style="list-style-type: none"> <li>• consults with teacher and/or school/district leadership regarding professional learning</li> <li>• provides professional development as requested</li> <li>• facilitates professional learning as needed</li> <li>• researches professional learning opportunities</li> </ul>
<p><b>2D - Establishing and maintaining norms of behavior for professional interactions</b></p> <p><b>Accomplished:</b> Instructional specialist has established clear norms of mutual respect for professional interaction.</p>	<ul style="list-style-type: none"> <li>• coaches teachers toward establishing behavior management system</li> <li>• offers feedback as requested on classroom management</li> <li>• plans with teachers to develop norms/expectations to facilitate and maintain classroom learning environment</li> <li>• researches and presents embedded professional development on positive behavior supports and classroom management strategies</li> <li>• demonstrates and co-teaches to model effective response to misbehavior</li> </ul>

<p><b>2E - Organizing physical space for workshops or training</b></p> <p><b>Accomplished:</b> Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities</p>	<ul style="list-style-type: none"> <li>• creates a warm, welcoming physical environment for conversation and consultation</li> <li>• creates an area conducive to private reflecting and planning conversations</li> <li>• creates a space where resources are readily available to teachers (Specialist's office area, library, other school designated area in the school)</li> <li>• establishes an accountability system for check out</li> </ul>
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<b>Domain 3: Delivery of Service – Instructional Specialists</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit</b>
<p><b>3A - Collaborating with teachers in the design of instructional units and lessons</b></p> <p><b>Accomplished</b> Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</p>	<ul style="list-style-type: none"> <li>• regular planning/reflecting conversations with individual teachers in a cycle</li> <li>• regular communication with administrators</li> <li>• regular attendance at building/district PD for purpose of being able to engage in conversations with teachers, other specialists, and administration</li> </ul>
<p><b>3B -Engaging teachers in learning new instructional skills</b></p> <p><b>Accomplished</b> All teachers are engaged in acquiring new instructional skills.</p>	<ul style="list-style-type: none"> <li>• models for teachers questioning techniques when coaching or when in classrooms</li> <li>• models and incorporates research/planning around most current literature about best practices</li> <li>• coaches teachers to access resources and current research in regard to best practices</li> <li>• regular classroom visits/observations to collect data around questioning techniques</li> </ul>
<p><b>3C - Sharing expertise with staff</b></p> <p><b>Accomplished</b> The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.</p>	<ul style="list-style-type: none"> <li>• engages in planning conversations with teachers where student goals and expectations are central to the instructional plan</li> <li>• keeps current on knowledge of best materials and resources to meet the individual needs of students</li> <li>• assists teachers in accessing materials and resources needed for engaging instruction</li> <li>• engage in reflective conversations with teachers about whether or not student expectations were met</li> <li>• uses data to analyze and inform instructional next steps</li> </ul>
<p><b>3D - Locating resources for teachers to support instructional improvement</b></p>	<ul style="list-style-type: none"> <li>• monitors and guides teachers as they establish assessment criteria in classrooms</li> <li>• coaches teachers to develop reflective capacities</li> <li>• engages teacher in analyzing data and responding to data</li> <li>• encourages use of performance-based assessments</li> </ul>

<p><b>Accomplished:</b> Instructional specialist locates resources for instructional improvement for teachers when asked to do so.</p>	<ul style="list-style-type: none"> <li>• observes teacher in various contexts, gathers data, and offers feedback based on what the teacher and specialist have established as goals</li> <li>• shares with teachers tools that help provide different modalities of assessment</li> <li>• assists teachers in designing standards based assessments aligned to curriculum</li> <li>• promotes student-generated rubrics to motivate students’ intrinsic “buy-in”</li> </ul>
<p><b>3E - Demonstrating flexibility and responsiveness</b></p> <p><b>Accomplished</b> Instructional specialist makes revisions to the support program when it is needed.</p>	<ul style="list-style-type: none"> <li>• conducts regular meetings with teachers to discuss and reflect upon strategies and collaborates about changes if necessary</li> <li>• assists teachers in planning lesson adjustments based upon formative assessment feedback</li> <li>• assists teachers in gathering and analyzing student data and feedback to inform instructional moves/changes/next steps</li> <li>• elevates the level of efficacy and craftsmanship in teachers with whom they work thereby increasing persistence in times of change</li> </ul>

#### Domain 4: Professional Responsibilities – Instructional Specialists

Component	Samples of evidences that may be evident during observation visit
<p><b>4A - Reflecting on practice</b></p> <p><b>Accomplished</b> Instructional specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.</p>	<ul style="list-style-type: none"> <li>• keeps abreast of current instructional research</li> <li>• attends professional development around best practice instruction for purpose of being able to coach into these conversations with teachers</li> <li>• plans regularly with building administrators to ensure individual coaching is aligned with school/district vision and mission</li> <li>• solicits feedback from teachers and takes action based on feedback</li> <li>• seeks out professional learning opportunities and consultations with other coaches to develop coaching practice</li> <li>• demonstrates awareness of his or her own emotional intelligence and works to develop emotional resilience</li> <li>• gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice</li> <li>• reflects to develop coaching practice</li> <li>• seeks and utilizes feedback about professional learning sessions to inform future practice</li> </ul>

<p><b>4B - Preparing and submitting budgets and reports</b></p> <p><b>Accomplished</b> Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.</p>	<ul style="list-style-type: none"> <li>• participates on school-wide committees that use data-driven decision making for planning and setting goals</li> <li>• uses web tools, such as electronic calendars and other individual assistance tracking tools, to collect evidence of practice</li> <li>• keeps accurate and current documentation of coaching cycles, conversations, and observations</li> <li>• schedules periodic meetings with principal and/or supervisors</li> <li>• monitors and completes any other data as assigned by supervisor and/or principal</li> <li>• maintains records of professional development and attendance</li> </ul>
<p><b>4C - Coordinating work with other instructional specialists</b></p> <p><b>Accomplished</b> Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.</p>	<ul style="list-style-type: none"> <li>• stays informed and keeps staff and administration informed on Best Practices</li> <li>• supports staff to identify needs, access resources, and build relationships that can help meet those professional growth needs</li> <li>• plans regularly with building administrators to ensure individual coaching is aligned with school vision and mission</li> <li>• attends staff meetings in order to share any professional growth opportunities and/or professional development</li> <li>• provides opportunities for staff to engage in professional learning</li> </ul>
<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished</b> Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"> <li>• participates on school-wide committees that use data-driven decisions making for teacher planning and setting goals</li> <li>• joins district-wide committees such as curriculum development, professional development, etc.</li> <li>• appears on staff meeting agendas to share teacher highlights, PD promotions, etc.</li> <li>• appears on department/team/grade level meeting agendas (weekly, biweekly, monthly) and join school-wide committees such data teams leaders, professional development, and curriculum</li> <li>• attends school activities, such as the science fair, quiz bowl, and drama club, or lead school activities, such as a book club or technology club</li> <li>• promotes study groups and/or cohorts to promote professional growth</li> <li>• promotes professional development at the local, state, and national levels, as well as participate in summer PD programs in the district and beyond.</li> <li>• contributes professional development blogs to PLN (Personal Learning Network)</li> <li>• keeps up to date with the cutting-edge instructional strategies, curriculum, assessment and emerging technologies, in order to provide input at committee meetings</li> <li>• builds a virtual personal learning network (PLN) as a structure to organize professional development and include blogs by other professionals, other professional learning networks, webinars, tutorials, and social media</li> <li>• joins a school team or committee whose purpose is to research a new initiative, such as one-on-one technology, college and career readiness, brings personal device (BYOD), or sustained silent reading (SSR), because such an initiative promotes professional learning</li> </ul>

<p><b><i>E</i> - Engaging in professional development</b></p> <p><b>Accomplished</b> Instructional specialist seeks out opportunities for professional development based on an individual assessment of need</p>	<ul style="list-style-type: none"> <li>• attends instructional specialists meetings and actively participates in collaboration</li> <li>• joins curriculum and other professional organizations in order to promote learning</li> <li>• appears on the agendas of teachers' meetings, department/team meetings, and curriculum meetings with intent to share new learning from conference sessions and other professional development venues</li> <li>• considers becoming a National Board Certified Teacher (NBCT) or obtaining an advanced degree to promote professional growth</li> <li>• publishes articles in national journals</li> <li>• uses love of reading and learning to stay abreast of current research and issues in best practices and curriculum</li> <li>• gathers input from stakeholders via electronic surveys and other data collection systems, and use the input to inform decision making</li> <li>• develops instructional leadership by attending department, curriculum, administration, and/or district meetings</li> </ul>
<p><b><i>4F</i> - Showing professionalism including integrity and confidentiality</b></p> <p><b>Accomplished</b> Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.</p>	<ul style="list-style-type: none"> <li>• exhibits high levels of integrity and ethics</li> <li>• addresses needs of staff and students in a reasonable timeframe</li> <li>• works to provide opportunities for teacher growth and success</li> <li>• participates in team and departmental meetings</li> <li>• complies with school and district regulations</li> </ul>