



Robbinsdale Area Schools - Instructional Specialist / TOSA Rubric

Domain 1: Planning				
Components	Level of Performance			
	Development Needed	Developing Proficiency	Proficient	Distinguished
1a: Demonstrating knowledge of current trends in specialty area and professional development	Demonstrates little or no familiarity with specialty area or trends in professional development.	Demonstrates basic familiarity with specialty area and trends in professional development.	Demonstrates thorough knowledge of specialty area and trends in professional development.	Knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	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.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served.	Has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district.	Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Plan is well designed to support teachers in the improvement of their instructional skills.	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.
1f: Developing a plan to evaluate the instructional support program	No plan to evaluate the program. Resists suggestions that such an evaluation is important.	Rudimentary plan to evaluate the instructional support program.	Evaluation plan to the program plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: Environment				
Components	Level of Performance			
	Development Needed	Developing Proficiency	Proficient	Distinguished
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	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.	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Establishes a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to 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.	Establishes 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.
2d: 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 interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training	Makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service

Components	Level of Performance			
	Development Needed	Developing Proficiency	Proficient	Distinguished
3a: Collaborating with teachers in the design of instructional units and lessons	Declines to collaborate with classroom teachers in the design of instructional lessons and units.	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Initiates collaboration with classroom teachers in the design of instructional lessons and units.	Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills	Decline opportunities to engage in professional learning.	Efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	Model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	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.
3d: Locating resources for teachers to support instructional improvement	Fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Locates resources for instructional improvement for teachers when asked to do so.	Highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Adheres to the plan, in spite of evidence of its inadequacy.	Makes modest changes in the support program when confronted with evidence of the need for change.	Makes revisions to the support program when it is needed.	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				
Components	Level of Performance			
	Development Needed	Developing Proficiency	Proficient	Distinguished
4a: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	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.	Reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists	Makes no effort to collaborate with other instructional specialists within the district.	Responds positively to the efforts of other instructional specialists within the district to collaborate.	Initiates efforts to collaborate with other instructional specialists within the district.	Takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a professional community	Relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality	Displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Honest in interactions with colleagues and respects norms of confidentiality.	Displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Adapted from Charlotte Danielson modified by Robbinsdale Area Schools 2016