



Hawaii Adapted Framework for Teaching

Adapted from the Charlotte Danielson A Framework for Teaching, 2nd Edition

Framework: Instructional Specialists
Rubric for: Resource Teachers

Instructional Specialists – 1a				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of current trends in specialty area and professional development.	RT demonstrates little or no familiarity with specialty area or trends in professional development.	RT demonstrates basic familiarity with specialty area and trends in professional development.	RT demonstrates thorough knowledge of specialty area and trends in professional development.	RT’s knowledge of specialty area and trends in professional development is wide and deep; resource teacher is regarded as an expert by colleagues.
Critical Attributes	<ul style="list-style-type: none"> RT is not able to share and discuss, with any specificity, past, current, or future specialty area practices and professional development to support it. 	<ul style="list-style-type: none"> RT is able to share and discuss some details of the specialty area’s practices with limited specifics for anticipated professional development needs. 	<ul style="list-style-type: none"> RT is able to broadly share and discuss details of the specialty area’s practices with specific examples of appropriate professional development. 	<ul style="list-style-type: none"> RT is often asked to participate in complex or state collaboration efforts regarding the specialty area. RT has developed strategies, guidelines, etc., for implementing specialty area best practices. State or national recognition of expertise in the specialty area.
Possible Examples of Evidence	<ul style="list-style-type: none"> Reflection and sharing about various relevant topics, published in collegial groups (Edmodo)/newsletter/agendas of meetings where info is shared. Certificates of participation/completion in relevant PD or notes from session. Agendas for PD that resource teacher developed/led. 			

Instructional Specialists – 1b				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program.	RT demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	RT demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program.	RT demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	RT 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.
Critical Attributes	<ul style="list-style-type: none"> RT does not use data for program planning. RT researches tools and information that has no effect on the teachers’ skills in delivering the program. 	<ul style="list-style-type: none"> RT uses limited sources of data for program planning. RT researches tools and information that has inconsistent effect on teachers’ skills in delivering the program. 	<ul style="list-style-type: none"> RT uses various forms of data from multiple sources for program planning. RT researches tools and information that has consistent positive effect on teachers’ skills in delivering the program. 	<ul style="list-style-type: none"> RT proactively uses various forms of data from multiple sources in anticipation of program needs. RT continuously researches tools and information that assesses teachers’ skills for delivering the program, including collaboration with other schools.
Possible Examples of Evidence	<ul style="list-style-type: none"> Examples of tools used and to what end. Agendas/feedback on support given to learn and implement tools. Summary of relevant data and examples of how used to improve. Copy of individual teacher’s professional development plan that clearly connects work to larger goals and initiatives. Reflection and/or copy of communication with colleagues and/or programs that demonstrate initiative and action taken. 			

Instructional Specialists – 1c				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served.	RT has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	RT’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	RT’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	RT’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.
Critical Attributes	<ul style="list-style-type: none"> RT does not use data or other relevant information in order to establish goals. RT developed goals are not relevant or applicable to the staff. 	<p>RT’s use of data or other relevant information are too limited to reflect appropriate goals.</p> <ul style="list-style-type: none"> RT developed goals are relevant or applicable to only some staff. 	<ul style="list-style-type: none"> RT’s use of data or other relevant information reflect appropriate goals that are understood by staff. RT developed goals are relevant to the staff. 	<ul style="list-style-type: none"> The RT utilizes ongoing assessment of current practices to establish clear and highly relevant goals to meet the needs of participants. The RT efficaciously develops goals as a result of collaboration with administrators and colleagues.
Possible Examples of Evidence	<ul style="list-style-type: none"> Clear goals tied to various types of data. Notes/observations from consultations with colleagues on goals set. Clear action steps identified and tied to research and strong impact data. Reflection on process. 			

Instructional Specialists – 1d				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources, both within and beyond the school and district.	RT demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	RT demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	RT is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	RT actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program.
Critical Attributes	<ul style="list-style-type: none"> RT is unaware of available resources. RT is unable to successfully provide assistance that will be beneficial to educators’ needs. Educators are unable to rely on the RT for resource support. 	<p>RT is minimally aware of available resources.</p> <ul style="list-style-type: none"> RT is able to provide some assistance to educators. Educators are unable to fully rely on the RT for resource support. 	<ul style="list-style-type: none"> RT has a deep and expanded awareness of available resources. RT is able to provide assistance to most all educators. Educators are able to fully rely on the RT for resource support. 	<ul style="list-style-type: none"> RT continuously seeks ways to expand knowledge in anticipation of educators’ needs. RT uses data and other sources to proactively identify future resource needs of educators.
Possible Examples of Evidence	<ul style="list-style-type: none"> Evidence of outreach to community (and other) potential resources. Notes from meetings with families/students and community where problem solving and sharing of resources occurs. Resource bank (online, posted, flyer, etc.). 			

Instructional Specialists – 1e				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Planning the instructional support program, integrated with the overall school program.	RT’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	RT’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	RT’s plan is well designed to support teachers in the improvement of their instructional skills.	RT’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.
Critical Attributes	<ul style="list-style-type: none"> RT’s plan appears unclear and irrelevant. Lacks documentation to justify content of the plan. 	<ul style="list-style-type: none"> RT’s plan appears to be relevant and useful but not comprehensive in addressing all goals. 	<ul style="list-style-type: none"> RT’s plan is relevant, useful, and comprehensively designed for teachers to improve their instructional skills. 	<ul style="list-style-type: none"> RT’s plan is clear to all staff as a result of collaborative planning with staff and administrators. Expectations of supports from the RT are clearly understood.
Possible Examples of Evidence	<ul style="list-style-type: none"> Attendance at related meetings and professional development to gain understanding of related perspectives and goals when making a plan. Plan integrated and aligned to school, complex, state, and/or national plans. 			

Instructional Specialists – 1f				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1f: Developing a plan to evaluate the instructional support program.	RT has no plan to evaluate the program or resists suggestions that such an evaluation is important.	RT has a rudimentary plan to evaluate the instructional support program.	RT'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.	RTs evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Critical Attributes	<ul style="list-style-type: none"> RT does not maintain data to measure program effectiveness and improvement. RT is unable to report on the success of the support program or areas of improvement. 	<p>RT develops an evaluation plan using the following processes:</p> <ul style="list-style-type: none"> Uses a source of evidence & a plan that is available to all teachers to track & evaluate instructional support. Has a plan to evaluate the effectiveness and efficiency of the instructional support program by looking at a single variable, either quantitative or qualitative (e.g. teacher efficacy, student achievement, amount of time required for program, cost effectiveness, other required resources, how program can be improved). Identifies unintended outcomes. Evaluation information available to stakeholders. Records information to improve the instructional support program. 	<p>RT develops an evaluation plan using the following processes:</p> <ul style="list-style-type: none"> Uses a few sources of evidence & a plan that is available to all teachers to track & evaluate instructional support. Evaluates the effectiveness and efficiency of the instructional support program by looking at some variables, both quantitative and qualitative (e.g. teacher efficacy, student achievement, amount of time required for program, cost effectiveness, other required resources, how program can be improved). Implements strategies to address unintended outcomes Evaluation information shared with stakeholders' Uses information to implement strategies to improve the instructional support program. 	<p>RT develops an evaluation plan using the following processes:</p> <ul style="list-style-type: none"> Uses multiple sources of evidence & a plan that is available to all teachers to track & evaluate instructional support. Evaluates the effectiveness and efficiency of the instructional support program by looking at a variety of variables, both quantitative and qualitative (e.g. teacher efficacy, student achievement, amount of time required for program, cost effectiveness, other required resources, how program can be improved). Successfully implements strategies to address unintended outcomes Evaluation includes stakeholders' contribution as part of the evaluation process. Uses a continuous improvement process to improve the instructional support program.
Possible Examples of Evidence	<ul style="list-style-type: none"> Surveys from a colleague. All the variables laid out & data gathered on each variable. Evaluation plan. Notes from collaboration between stakeholders and evaluators. Improvement plan that resulted from the evaluation. 			

Instructional Specialists – 2a				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of trust and respect.	Colleagues and/or students are reluctant to request assistance from the RT, fearing that such a request will be treated as a sign of deficiency.	Relationships with the RT are cordial; colleagues and/or students don't resist initiatives established by the resource teacher.	Relationships with the RT are respectful, with some contacts initiated by colleagues and/or students.	Relationships with the RT are highly respectful and trusting, with many contacts initiated by colleagues and/or students.
Critical Attributes	<ul style="list-style-type: none">Speaks disrespectfully to colleagues and/or students.Displays a lack of familiarity with or caring about individuals.	<ul style="list-style-type: none">Occasional disrespect to colleagues and/or students.Attempts to make connections, but reactions indicate these attempts are not entirely successful.	<ul style="list-style-type: none">Interactions uniformly respectful between RT and colleagues and/or students.Colleagues and/or students may be willing to offer their ideas in front of others.	<ul style="list-style-type: none">Interactions are highly respectful between RT and colleagues and/or students.There is participation without fear of putdowns or ridicule from either the RT colleagues, or students.
Possible Examples of Evidence	<ul style="list-style-type: none">Invited students/colleague requests for assistance and the feedback on the assistance provided.Documented growth in teachers'/students' participation.Provided teacher/student reflection on participation.Log of requests made and supports provided.			

Instructional Specialists – 2b				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for ongoing instructional improvement.	RT conveys the sense that the work of improving instruction or leadership skills is externally mandated and is not important to school improvement.	RT provides scheduled support/PD for students and/or teachers.	RT promotes a culture of inquiry in which colleagues and/or students seek assistance in improving their instructional or leadership skills.	RT has established a culture of professional inquiry in which colleagues and/or students initiate projects to be undertaken with the support of the resource teacher.
Critical Attributes	<ul style="list-style-type: none">Conveys there is little or no purpose for the work, or that the reasons for doing it are due to external factors.Communicates to at least some colleagues and/or students that the work is too challenging for them.	<ul style="list-style-type: none">Colleagues and/or students exhibit a limited commitment to complete the task on their own.RT's primary concern appears to be to complete the task at hand.	<ul style="list-style-type: none">Colleagues and/or students seem comfortable requesting and receiving help.Promotes a culture in which questions and requests for support are invited and valued.	<ul style="list-style-type: none">Colleagues and/or students take initiative in improving the quality of their performance through opportunities for growth.Colleagues and/or students indicate through their questions and comments a desire to improve their instructional or leadership skills.
Possible Examples of Evidence	<ul style="list-style-type: none">Provided documentation of working with others by analyzing student work to inform effective instruction in developing leadership skills and its impact on students.Provided documentation of requests for in-service/support from individual students and the outcome of supports.			

Instructional Specialists – 2c				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Establishing clear procedures for educators to gain access to instructional support.	When educators want to access assistance from the RT, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to educators, whereas others (for example, receiving informal support) are not.	RT has established clear procedures for educators to use in gaining access to support.	Procedures for access to instructional supports are clear to all educators and have been developed following consultation with administrators and educators.
Critical Attributes	<ul style="list-style-type: none">Little or no information regarding the RT assistance is available to others.RT does not respond to request for instructional support.	<ul style="list-style-type: none">RT gives infrequent or incomplete information about the assistance available to others.RT responds inconsistently to request for instructional support.	<ul style="list-style-type: none">RT regularly gives information about the assistance available to others.RT responds consistently to request for instructional support.	<ul style="list-style-type: none">RT established and communicated the process and procedures for available support for all potential audience through consultation from stakeholders.Participants contribute to regular and ongoing projects designed to engage others in the instructional support.
Possible Examples of Evidence	<ul style="list-style-type: none">Created documents, such as resource teacher schedule/log, that showed opportunities for in-service trainings/support.Provided memos/Flyers/brochures indicating in-service trainings/support offerings.Created monthly/weekly log documenting the in-service training/support requested and provided, including topics covered, attendance record, etc.Documented collaboration with administrators and others in planning for support.			

Instructional Specialists – 2d				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing and maintaining norms of behavior for professional interaction.	No norms of professional conduct have been established; educators are frequently disrespectful in their interactions with one another.	RT’s effort to establish norms of professional conduct are partially successful.	RT has established clear norms of mutual respect for professional interaction.	RT has established clear norms of mutual respect for professional interaction. Educators ensure that their colleagues adhere to these standards of conduct.
Critical Attributes	<ul style="list-style-type: none">The environment is chaotic, with no standards of conduct evident.RT does not monitor interactions among students and/or teachers.Some participants disrupt the room, without apparent RT awareness or with an ineffective response.	<ul style="list-style-type: none">RT attempts to maintain order in the room, referring to norms, but with uneven success.RT attempts to keep track of negative interactions, but with no apparent system.RT’s response to negative interactions is inconsistent; sometimes harsh, other times lenient.	<ul style="list-style-type: none">Standards of conduct appear to have been established and implemented successfully.Overall, behavior is generally appropriate.RT frequently monitors negative interactions.RT’s response to negative interactions is effective.	<ul style="list-style-type: none">RT silently and subtly monitors behavior.Colleague’s interactions are entirely appropriate; issues are minor and immediately addressed.Students and/or colleagues respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct.
Possible Examples of Evidence	<ul style="list-style-type: none">Provided documentation of participant feedback on in-service trainings/support provided by resource teacher.Documented group norms for trainings and documented discussion indicating effectiveness.Taken interventions to address situations and the outcome of the intervention.			

Instructional Specialists – 2e				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space for workshops or training.	RT 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.	RT makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	RT makes highly effective use of the physical environment, with staff and students contributing to the physical arrangement.
Critical Attributes	<ul style="list-style-type: none">Students not working with RT are not productively engaged.Transitions are disorganized, with much loss of instructional time.There does not appear to be any established procedures for use of training equipment.A considerable amount of time is spent off task due to unclear procedures and no prior planning for accessing the physical space.	<ul style="list-style-type: none">Students not working directly with resource teacher are only partially engaged.Procedures for transitions seem to have been established, but their operation is not smooth.There appear to be established routines for distribution and collection of training equipment, but students are confused about how to carry them out.Routines function unevenly and it is apparent that little consideration was given to utilization of the physical space.	<ul style="list-style-type: none">Students are productively engaged during small-group or independent work.Transitions between large- and small- group activities are smooth.Routines for distribution and collection of training materials work efficiently.Routines function smoothly and the physical space is aligned for learning.	<ul style="list-style-type: none">With minimal prompting by RT, teachers/students ensure that their time is used productively.Students/teachers take initiative in distributing and collecting training equipment efficiently.Students/teachers themselves ensure that transitions and other routines are accomplished smoothly.Routines function well and the physical space is aligned for optimal learning.
Possible Examples of Evidence	<ul style="list-style-type: none">Created handouts/memos/manuals as guides for in-service trainings/support/activities, including training equipment and facility space use.Documented discussion on in-service trainings/support/activities, citing specifically to routine and procedure effectiveness.Handed commendations on the success of the events/activities.Provided documentation of events/activities adhering to scheduled times and within projected budget.			

Instructional Specialists – 3a				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborating with teachers in the design of instructional units and lessons.	RT declines to collaborate with classroom teachers in the design of instructional lessons and units.	RT collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	RT initiates collaboration with classroom teachers in the design of instructional lessons and units.	RT initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Critical Attributes	<ul style="list-style-type: none">RT's relationship with colleagues is characterized by negativity or combativeness.RT purposefully avoids collaboration.RT avoids involvement in assisting classroom teachers in instructional lessons and units.	<ul style="list-style-type: none">RT has pleasant relationship with colleagues.When invited, RT has collaborative relationships with colleagues.When asked, RT assists classroom teachers in instructional lessons and units.	<ul style="list-style-type: none">RT has supportive relationships with colleagues.RT seeks out collaborative opportunities with colleagues.RT volunteers to assist classroom teachers in instructional lessons and units.	<ul style="list-style-type: none">RT takes a leadership role in promoting collaborative relationships between colleagues.RT takes a leadership role in providing multiple resources to colleagues that contribute to successful student outcomes.
Possible Examples of Evidence	<ul style="list-style-type: none">Created units of instruction demonstrating collaborative work with colleagues (aligned to State content standards).Initiated collaborative opportunities to engage teachers in the design of instructional units.Implemented strategies to foster professional dialog among teachers.Maintained resource library for colleagues' to utilize based on their needs and their rating of its usefulness.			

Instructional Specialists – 3b				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Engaging colleagues in learning new instructional skills.	Colleagues decline opportunities to engage in professional learning,	RT’s efforts to engage colleagues in professional learning are partially successful, with some participating.	All colleagues are engaged in acquiring new instructional skills.	Colleagues are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
Critical Attributes	<ul style="list-style-type: none">Colleagues turn down offerings by RT for professional learning opportunities.	<ul style="list-style-type: none">Some participants are intellectually engaged in the professional learning.Engagement with the content is largely passive, the learning consisting primarily of facts or procedures.The pacing of the professional development is uneven – suitable in parts but rushed or dragging in others.	<ul style="list-style-type: none">Most participants are intellectually engaged in the professional development.Materials and resources require intellectual engagement, as appropriate.The pacing of the professional development provides for the time needed to be intellectually engaged.	<ul style="list-style-type: none">Virtually all participants are intellectually engaged in the professional development.Colleagues take initiative to improve the professional learning by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.Participants have an opportunity for reflection and closure on the professional learning to consolidate their understanding and future next steps.
Possible Examples of Evidence	<ul style="list-style-type: none">Implemented strategies to gain understanding of colleagues needs.Provided opportunities and participation in professional learning activities.Provided participant’s reflection on in-service training/support, including next steps for improving professional practice.Based on materials/in-service provided by resource teacher, colleagues implemented professional inquiry.			

Instructional Specialists – 3c				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Sharing expertise with staff.	RT’s model lessons and workshops are of poor quality or are not appropriate to the needs of the colleagues being served.	The quality of the RT’s model lessons and workshops is mixed, with some of them being appropriate to the needs of the colleagues being served.	The quality of the RT’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served.	The quality of the RT’s model lessons and workshops is uniformly high and appropriate to the needs of the colleagues being served. The RT conducts extensive follow-up work with colleagues.
Critical Attributes	<ul style="list-style-type: none">Learning tasks/activities and materials require only recall or have a single correct response or method.RT makes content errors.Learning tasks and activities are not suitable for many participants.	<ul style="list-style-type: none">Learning tasks are a mix of those requiring thinking and those requiring recall.RT’s understanding of the content is rudimentary.Learning tasks and activities are suitable for most of the participants.	<ul style="list-style-type: none">Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.RT can identify important concepts of the content and their relationship to one another.Learning tasks and activities, differentiated where necessary, are suitable to groups of participants.	<ul style="list-style-type: none">Lesson activities require high-level thinking and explanations of thinking.RT cites intra- and interdisciplinary content relationships.RT uses ongoing methods to assess skill levels and designs instruction accordingly.Learning tasks and activities are differentiated to encourage individuals to take educational risks.RT conducts follow up opportunities with individuals as to the outcome of the training/assistance, providing additional support as needed.
Possible Examples of Evidence	<ul style="list-style-type: none">Implemented strategies to gain understanding of school-wide and individual colleague needs.Obtained input from colleagues and administration on design of in-service to best meet the needs of colleagues.Provided pre/post results of in-service training specific to knowledge and skills gained.Log of shared resources, rated by teachers for usefulness.			

Instructional Specialists – 3d				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Locating resources for teachers to support instructional improvement.	RT fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	RT’s efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Resource teacher locates resources for instructional improvement for teachers when asked to do so.	RT is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Critical Attributes	<ul style="list-style-type: none">RT does not seek and share resources and is non-responsive to requests.	<ul style="list-style-type: none">RT seeks and shares limited resources, often failing to fully meet the needs of teachers.	<ul style="list-style-type: none">RT shares resources that meets the needs of teachers but does not initiate the effort.	<ul style="list-style-type: none">RT seeks and shares a wide array of resources within and outside of school, in anticipation of the teachers’ needs.
Possible Examples of Evidence	<ul style="list-style-type: none">Bank of resources (flyer, online, etc)Data analysis of school’s student dataDocumentation (e.g. email, contact log providing a variety of resources for instructional improvement).			

Instructional Specialists – 3e				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness.	RT adheres to his plan, in spite of evidence of its inadequacy.	RT makes modest changes in the support program when confronted with evidence of the need for change.	RT makes revisions to the support program when it is needed.	RT is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
Critical Attributes	<ul style="list-style-type: none"> RT ignores indications of participant boredom or lack of understanding. RT brushes aside participant questions. RT conveys to participants that when they have difficulty learning it is their fault. In reflecting on practice, RT does not indicate that it is important to reach all participants. Despite evident participant confusion, RT makes no attempt to adjust the lesson. 	<ul style="list-style-type: none"> RT's efforts to modify the support program are only partially successful. RT makes perfunctory attempts to incorporate questions and interests into the lesson. RT conveys to participants a level of responsibility for their learning but also his or her uncertainty about how to assist them. In reflecting on practice, RT indicates the desire to reach all participants but does not suggest strategies for doing so. 	<ul style="list-style-type: none"> When improvising becomes necessary, RT makes adjustments to the support program. RT incorporates participants' interests and questions into the heart of the support program. RT conveys to participants that s/he has other approaches to try when they experience difficulty. In reflecting on practice, RT cites multiple approaches undertaken to reach those having difficulty. 	<ul style="list-style-type: none"> RT's adjustments to the support program, when needed, are designed to assist individuals. RT seizes a teachable moment to enhance a learning opportunity. RT implements a process of continuous improvement of support program and provides results of improvement.
Possible Examples of Evidence	<ul style="list-style-type: none"> Implemented strategies to gain understanding of colleague needs. Documented and scheduled in-service trainings/support based on target audience needs and the outcomes of those supports. Implemented a plan for continuous improvement. 			