

# Washtenaw ISD Framework for Teacher Consultants Effectiveness Rubric (v.2019)

## Domain 1: Planning and Preparation

### 1a Demonstrating knowledge of Content and Pedagogy

#### Ineffective

The Teacher Consultant makes content errors or does not correct errors made by colleagues. The Teacher Consultant displays little understanding of prerequisite knowledge important to student learning of the content. Teacher Consultant displays little or no understanding of the range of pedagogical approaches

#### Critical Attributes:

Teacher Consultant makes content errors

Teacher Consultant does not consider prerequisite relationships when planning

Teacher Consultant plans use inappropriate strategies for the discipline

#### Minimally Effective

The Teacher Consultant is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. The Teacher Consultant indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Plans and practice reflect a limited range of pedagogical approaches to the discipline

#### Critical Attributes:

Teacher Consultant's understanding of the discipline is rudimentary

Teacher Consultant 's knowledge of prerequisite relationships is inaccurate or incomplete

Plans and practice use limited instructional strategies, and some are not suitable to the content

#### Effective

The Teacher Consultant displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher Consultant demonstrates accurate understanding of prerequisite relationships among topics. Teacher Consultant plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline

#### Critical Attributes:

Teacher Consultant can identify important concepts of the discipline and their relationships to one another

Teacher Consultant provides clear explanations of the content

Teacher Consultant answers questions accurately and provides feedback that furthers learning

Instructional strategies in plans and practice are entirely suitable to the content

#### Highly Effective

The Teacher Consultant displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The Teacher Consultant demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure understanding. Practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate misconceptions

#### Critical Attributes:

Teacher Consultant cites intra- and interdisciplinary content relationships

Teacher Consultant's plans demonstrate awareness of possible misconceptions and how they can be addressed

Teacher Consultant's plans reflect recent developments in content-related pedagogy

## NOTES

### 1b Demonstrating Knowledge of Colleagues and Adult Learners

#### Ineffective

The Teacher Consultant displays minimal understanding of how adults learn and little knowledge of their varied approaches to learning, knowledge and skills and does not indicate that type of knowledge is valuable

#### Critical Attributes:

Teacher Consultant does not understand the adult learner and has unrealistic expectations for them

Teacher Consultant does not try to ascertain varied ability levels among participants

#### Minimally Effective

The Teacher Consultant displays generally accurate knowledge of how adults learn and of their varied approaches to learning, knowledge and skills. Individual learning characteristics may not be addressed

#### Critical Attributes:

Teacher Consultant is aware of but does not employ adult learning strategies

Teacher Consultant is aware of the different learning styles, but doesn't make use of this knowledge

#### Effective

The Teacher Consultant understands the nature of adult learning, and attains information about levels of expertise. The Teacher Consultant also purposefully acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills

#### Critical Attributes:

Teacher Consultant employs adult learning strategies

Teacher Consultant has a good idea of the range of interests of participants and appropriately groups them for instructional purposes

Teacher Consultant is aware of the special needs represented by those in the class

#### Highly Effective

The Teacher Consultant understands the nature of adult learning and acquires information about levels of expertise. The Teacher Consultant systematically acquires knowledge from several sources regarding varied approaches to learning, knowledge and skills

#### Critical Attributes:

Teacher Consultant uses ongoing methods to assess skill levels and designs instruction accordingly

Teacher Consultant seeks out information from all participants about their background

Teacher Consultant maintains a system of updated records and utilizes this information when planning

## NOTES

### 1c Setting Instructional Goals

#### Ineffective

The goals represent low expectations for important learning in the discipline. They are stated as learning activities, rather than as goals

#### Minimally Effective

Goals represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Goals based

#### Effective

Most goals represent rigorous and important learning in the discipline and are clear. Outcomes reflect several different types of learning and opportunities for coordination, and

#### Highly Effective

All goals represent high-level learning in the discipline. They are clear and permit viable methods of assessment. Outcomes reflect several different types of learning and, where

Critical Attributes:

- Goals lack rigor
- Goals do not represent important learning in the discipline
- Goals are not clear or are stated as activities
- Goals are not suitable for many participants

on global assessments of learning are suitable for most participants

Critical Attributes:

- Goals represent a mixture of low expectations and rigor
- Some goals reflect important learning in the discipline
- Goals are suitable for most of the participants

they are differentiated for participants

Critical Attributes:

- Goals represent high expectations and rigor
- Goals are related to "big ideas" of the discipline
- Goals are written in terms of what participants will learn rather than do
- Goals represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication
- Goals, differentiated where necessary, are suitable to groups of participants

appropriate, represent both coordination and integration. Outcomes are differentiated for participants

Critical Attributes:

- Teacher Consultant's plans reference curricular frameworks or blueprints
- to ensure accurate sequencing
- Teacher Consultant connects goals to previous and future learning
- Goals are differentiated to encourage individuals to take educational risks

**NOTES**

**1d Designing Coherent Instruction with Appropriate Resources**

**Ineffective**

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage in active intellectual activity, and have unrealistic time allocations. The Teacher Consultant is unaware of resources to assist in learning and expanding his/her own professional skill

**Minimally Effective**

Some of the learning activities and materials are aligned with the instructional outcomes but with no differentiation for learners. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some time allocations reasonable. The Teacher Consultant displays some awareness of resources to assist in learning and for extending one's professional skill

**Effective**

Most of the learning activities are aligned with the instructional outcomes. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups. The Teacher Consultant displays awareness of resources to assist in learning and for extending one's professional skill, and seeks out such resources

**Highly Effective**

The sequence of learning activities allows a coherent sequence, is aligned to instructional goals, and is designed to engage the learner in high-level cognitive activity. These are appropriately differentiated. The Teacher Consultant's knowledge of resources to assist in learning and for extending one's professional skill is extensive through professional organizations and universities, and on

Critical Attributes:

Learning activities and materials are poorly aligned

Although aware of some participant needs, Teacher Consultant does not inquire about possible resource to meet those needs

Teacher Consultant does not seek out resources available to expand his/her own skill

but does not seek to expand this knowledge

Critical Attributes:

Teacher Consultant aligns some activities and materials, but does not take the participants' needs into account

Lesson structure is uneven or may be unrealistic about time expectations

Teacher Consultant locates materials and resources beyond those readily available

Teacher Consultant participates in district professional development.

Critical Attributes:

Learning activities are matched to instructional outcomes

Resources are multidisciplinary and cognitively challenging.

Teacher Consultant displays awareness of resources to assist in learning

Teacher Consultant expands his/her knowledge through professional learning groups and organizations

the Internet

Critical Attributes:

Learning activities are sequenced, aligned and engaging

Learning activities connect to other disciplines and allow for participant choice

Teacher Consultant facilitates participant contact with resources outside the classroom.

Teacher Consultant expands his/her knowledge beyond professional learning groups and organizations to include universities and the Internet

NOTES

1e Designing an Evaluative Plan

**Ineffective**

Teacher Consultant has not planned to formatively assess and/or evaluate the effectiveness of the program

Critical Attributes:

No formative assessments have been designed

Assessment results do not affect future plans

**Minimally Effective**

Teacher Consultant has a rudimentary plan to formatively assess and/or evaluate the effectiveness of the program

Critical Attributes:

Assessment criteria are vague

Plans refer to the use of formative assessments, but they are not fully developed

**Effective**

Teacher Consultant plan to formatively assess and/or evaluate the program is organized around clear goals and a collection of evidence

Critical Attributes:

Assessment criteria are clearly written

Plans indicate possible adjustments based on formative assessment data

**Highly Effective**

Teacher Consultant's plan to formatively assess and/or evaluate the program is highly sophisticated, with sources of evidence and a clear path toward improving the program on an ongoing basis

Critical Attributes:

Assessments are authentic, with real-world application as appropriate

Participants are actively involved in collecting information from formative

NOTES

**Domain 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport

**Ineffective**

Patterns of interactions between Instructional Specialist and participants are mostly negative, inappropriate, or insensitive. Teacher Consultant does not support collaborative interactions between participants

Critical Attributes:

The Teacher Consultant is disrespectful or insensitive towards participants

Participants' body language indicates feelings of discomfort, or insecurity

**Minimally Effective**

Patterns of interactions between Teacher Consultant and participants are generally appropriate but may reflect occasional inconsistencies, and favoritism. Teacher Consultant attempts to respond to unprofessional behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict

Critical Attributes:

The quality of interactions between Teacher Consultant and participants, or among participants, is uneven, with occasional disrespect or insensitivity

Teacher Consultant attempts to make connections with individual participants, but reactions indicate that these attempts are not entirely successful.

**Effective**

Interactions are friendly and demonstrate general caring and respect. Interactions among participants are generally professional. Teacher Consultant responds successfully to unprofessional behavior. The net result of the interactions is polite, respectful, and businesslike, though participants may be somewhat cautious about taking instructional risks

Critical Attributes:

Talk between Teacher Consultant and participants are uniformly respectful

Participants may be somewhat hesitant to offer their ideas in front of others

Teacher Consultant makes general connections with individuals.

Participants exhibit respect for the Teacher Consultant

**Highly Effective**

Interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to individuals. Participants exhibit respect for the Teacher Consultant and contribute to high levels of civility among all members. The net result is an environment where all participants feel valued and are comfortable taking instructional risks

Critical Attributes:

Teacher Consultant demonstrates knowledge and caring about individual participants

When necessary, participants respectfully correct one another

There is participation without fear of put-downs or ridicule from either the Instructional Specialist or the participants

Teacher Consultant respects and encourages participants' efforts

NOTES

2b Establishing a culture for ongoing instructional improvement

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### Ineffective

The learning environment is characterized by a lack of commitment to learning, and/or little or no investment of energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for achievement are the norm

#### Critical Attributes:

Teacher Consultant conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors

Teacher Consultant conveys to at least some participants that the work is too challenging for them

Participants exhibit little or no pride in their work

### Minimally Effective

The learning environment is characterized by little commitment to learning. Participants indicate that they are interested in the completion of a task rather than the quality of the work

#### Critical Attributes:

Teacher Consultant's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work

Teacher Consultant conveys high expectations for only some participants

Participants exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path."

Teacher Consultant's primary concern appears to be to complete the task at hand

### Effective

The learning environment is a place where learning is valued by all, with high expectations for both learning and hard work. Participants understand their role as learners and consistently expend effort to learn

#### Critical Attributes:

Teacher Consultant communicates the importance of the content and the conviction that with hard work all can master the material

Teacher Consultant demonstrates a high regard for participants' abilities

Teacher Consultant conveys an expectation of high levels of effort

Participants expend good effort to complete work of high quality

### Highly Effective

There is a shared belief in the importance of learning. The Teacher Consultant conveys high expectations for learning by all participants and encourages hard work. Participants assume responsibility for high quality results

#### Critical Attributes:

Teacher Consultant communicates passion for the subject

Teacher Consultant conveys the satisfaction that accompanies a deep understanding of complex content

Participants indicate a desire to understand the content through their questions and comments

Participants assist their classmates in understanding the content

Participants take initiative in improving the quality of their work

## NOTES

### 2c Managing Procedures and Physical Space

### Ineffective

Much instructional time is lost due to inefficient routines and procedures. There is little or no evidence of managing instructional groups and

### Minimally Effective

Some instructional time is lost due to only partially effective routines and procedures. Management of instructional groups and transitions, or

### Effective

There is little loss of instructional time due to effective routines and procedures. Management of instructional groups and transitions, or

### Highly Effective

Instructional time is maximized due to efficient and seamless routines and procedures. Participants take initiative in the management of instructional

transitions and/or handling of materials and supplies, effectively. There is little evidence that participants know or follow established routines. The physical space is not conducive to learning

**Critical Attributes:**

Participants not working with specialist are not productively engaged

Transitions are disorganized, with much loss of instructional time

There do not appear to be any established procedures for distributing and collecting materials

A considerable amount of time is spent off task due to unclear procedures and no prior planning for accessing the physical space

handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, participants follow established routines. The specialist attempts to make the physical space conducive to learning

**Critical Attributes:**

Participants not working directly with specialist 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 materials, but participants 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

handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, participants follow established classroom routines. The physical space allows for equal access for learning activities

**Critical Attributes:**

Participants are productively engaged during small-group or independent work

Transitions between large- and small-group activities are smooth

Routines for distribution and collection of materials and supplies work efficiently

Routines function smoothly and the physical space is aligned for learning

groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by participants. The physical space is accessible to all. Effective use of physical resources allows for optimal learning

**Critical Attributes:**

With minimal prompting by Teacher Consultant, participants ensure that their time is used productively

Participants take initiative in distributing and collecting materials efficiently

Participants themselves ensure that transitions and other routines are accomplished smoothly

Routines function well and the physical space is aligned for optimal learning

**NOTES**

**2d Managing Behavior and Expectations**

**Ineffective**

There appear to be no established standards of conduct. There is little or no monitoring of negative interactions and response to them is repressive or disrespectful

**Critical Attributes:**

**Minimally Effective**

Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher Consultant tries, with uneven results, to monitor negative interactions and respond to unprofessionalism

**Critical Attributes:**

**Effective**

Behavior is generally appropriate. Teacher Consultant monitors behavior against established standards of conduct. Response to unprofessionalism is consistent, proportionate, and respectful

**Critical Attributes:**

**Highly Effective**

Behavior is entirely appropriate. Participants take an active role in monitoring their own behavior and that of others. Monitoring of behavior is subtle and preventive. Response to unprofessionalism is sensitive to individual needs and respects dignity

**Critical Attributes:**

The environment is chaotic, with no standards of conduct evident

Teacher Consultant does not monitor interactions among participants

Some participants disrupt the room, without apparent Teacher Consultant awareness or with an ineffective response

Teacher Consultant attempts to maintain order in the room, referring to norms, but with uneven success

Teacher Consultant attempts to keep track of negative interactions, but with no apparent system

Teacher Consultant's response to negative interactions is inconsistent; sometimes harsh, other times lenient

Standards of conduct appear to have been established and implemented successfully

Overall, behavior is generally appropriate

Teacher Consultant frequently monitors negative interactions

Teacher Consultant's response to negative interactions is effective

Teacher Consultant silently and subtly monitors behavior

Participant interaction is entirely appropriate; any misbehavior is minor and swiftly handled

Participants respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct

## NOTES

### Domain 3: Instruction

#### 3a Communicating with Staff

##### Ineffective

The Teacher Consultant's explanation of the content contains major errors and does not include any explanation of strategies that participants might use. The instructional purpose of the lesson or professional learning activity is unclear, and the directions and procedures are confusing. The Teacher Consultant's spoken or written language contains errors of grammar or syntax

Critical Attributes:

##### Minimally Effective

The Teacher Consultant's attempt to explain the instructional purpose of the lesson or professional learning activity has only limited success, and/or directions and procedures must be clarified after initial confusion. The explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The explanation does not invite participants to engage intellectually or to understand strategies they might use when working independently. The Teacher Consultant's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the participants' needs or content

Critical Attributes:

##### Effective

The Teacher Consultant clearly communicates the instructional purpose of the lesson or professional learning activity and, if appropriate, both directions and procedures are modeled. The explanation of content is both accurate and clear and connects with participants' needs inviting participation and intellectual engagement. Teacher Consultant's spoken and written language is clear and correct and is suitable to the participants' needs

Critical Attributes:

##### Highly Effective

The Teacher Consultant links the instructional purpose of the lesson or professional learning activity to the larger curriculum; the directions and procedures are clear and anticipate possible misunderstandings. The Teacher Consultant's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with participants' needs. Participants contribute to extending the content through collaboration with peers. The Teacher Consultant's spoken and written language is expressive and content enhancing

Critical Attributes:



At no time during the lesson does the Teacher Consultant convey what will be learned

Participants indicate through their questions that they are confused about the task

Teacher Consultant makes a serious content error that will affect understanding of the lesson

Participants indicate through body language or questions that they don't understand the content being presented

Teacher Consultant's communications include errors of vocabulary or usage or imprecise use of academic language

Teacher Consultant's vocabulary is inappropriate

Teacher Consultant provides little elaboration or explanation about what will be learned

Teacher Consultant must clarify the learning task so participants can complete it

Teacher Consultant makes no serious content errors but may make minor ones

Teacher Consultant's explanation of the content consists of a monologue, with minimal participation or intellectual engagement

Teacher Consultant's explanations of content are purely procedural, with no indication of how participants can think strategically

Teacher Consultant's vocabulary and usage are correct but unimaginative

When Teacher Consultant attempts to explain academic vocabulary, the effort is only partially successful

Teacher Consultant's vocabulary is too advanced, or too juvenile

Teacher Consultant states clearly what the participants will be learning

If appropriate, Teacher Consultant models the process to be followed in the task

Participants engage with the learning task, indicating understanding

Teacher Consultant makes no content errors

Teacher Consultant's explanation of content is clear and invites participation and thinking

Teacher Consultant describes specific strategies participants might use, inviting them to interpret the strategies in the context of what they're learning

Teacher Consultant's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary

Teacher Consultant's vocabulary is appropriate

Participants are able to explain what they are learning and where it fits into the larger curriculum context

Teacher Consultant explains content clearly and imaginatively, using metaphors and analogies to bring content to life

Teacher Consultant points out possible areas for misunderstanding

Teacher Consultant invites participants to explain the content to their peers

Participants suggest other strategies they might use in approaching a challenge or analysis

Teacher Consultant uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline

Participants use academic language correctly

## NOTES

### 3b Using questioning and Discussion Techniques

#### Ineffective

Interaction between Teacher Consultant and participants is predominantly recitation-style, with

#### Minimally Effective

The Teacher Consultant attempts to ask some questions designed to engage participants in thinking, but

#### Effective

The Teacher Consultant creates a genuine discussion among participants, providing adequate time

#### Highly Effective

The Teacher Consultant ensures that all voices are heard through varied small group discussions and/or

the Teacher Consultant mediating all questions and answers; accepting all contributions without asking participants to justify their reasoning. Only a few participate in the discussion

Critical Attributes:

Questions are rapid-fire and convergent, with a single correct answer

Questions do not invite thinking

All discussion is between Teacher Consultant and participants; participants are not invited to speak directly to one another

Teacher Consultant does not ask participants to explain their thinking

A very few participants dominate the discussion

only a few are involved. The Teacher Consultant attempts to engage all in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results

Critical Attributes:

Teacher Consultant frames some questions designed to promote thinking, but many have a single correct answer, and Instructional Specialist calls on participants quickly

Teacher Consultant invites participants to respond directly to one another's ideas, but few respond

Teacher Consultant calls on many participants, but only a small number actually participate in the discussion

Teacher Consultant asks participants to justify their reasoning, but only some attempt to do so

for responding and stepping aside when appropriate. The Teacher Consultant challenges participants to justify their thinking and successfully engages most in the discussion, employing a range of strategies to ensure that most are heard

Critical Attributes:

Teacher Consultant uses open-ended questions, inviting participants to think and/or offer multiple possible answers

Teacher Consultant makes effective use of wait time

Discussions enable participants to talk to one another without ongoing mediation by the Teacher Consultant

Teacher Consultant calls on most participants, even those who don't initially volunteer

Many participants actively engage in the discussion

Teacher Consultant asks participants to explain their reasoning, and most attempt to do so

individual or small group question/response activities. Participants formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions

Critical Attributes:

Participants initiate higher-order questions

Teacher Consultant builds on and uses participant responses to questions in order to deepen understanding

Participants extend the discussion, enriching it

Participants invite comments from their classmates during a discussion and challenge one another's thinking

Virtually all participants are engaged in the discussion

NOTES

3c Engaging in Learning

**Ineffective**

The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one

**Minimally Effective**

The learning tasks and activities require only minimal thinking for participants and little opportunity for them to explain their thinking,

**Effective**

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge thinking, inviting

**Highly Effective**

Virtually all participants are intellectually engaged in challenging content through well-designed learning tasks and activities that

approach possible. The groupings are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed

allowing most to be passive or merely compliant. The groupings are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide the time needed to be intellectually engaged or may be so slow that many have a considerable amount of “downtime.”

participants to make their thinking visible. This technique results in active intellectual engagement by most with important and challenging content. Scaffolding is evident to support engagement. The groupings are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most participants the time needed to be intellectually engaged

require complex thinking on their part. Teacher Consultant provides suitable scaffolding and challenges participants to explain their thinking. There is evidence of some initiation of inquiry and contributions to the exploration of important content. Participants may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding

Critical Attributes:

Few participants are intellectually engaged in the lesson

Learning tasks/activities and materials require only recall or have a single correct response or method

Only one type of instructional group is used (whole group, small groups) when variety would promote more engagement

Instructional materials used are unsuitable to the lesson and/or the participants

The lesson drags or is rushed

Critical Attributes:

Some participants are intellectually engaged in the lesson

Learning tasks are a mix of those requiring thinking and those requiring recall

Engagement with the content is largely passive, the learning consisting primarily of facts or procedures

The instructional groupings used are moderately appropriate to the activities

Few of the materials and resources require thinking or ask participants to explain their thinking

The pacing of the lesson is uneven “suitable in parts but rushed or dragging in others

Critical Attributes:

Most participants are intellectually engaged in the lesson

Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking

Participants are invited to explain their thinking as part of completing tasks

The groupings are suitable to the lesson activities

Materials and resources require intellectual engagement, as appropriate

The pacing of the lesson provides for the time needed to be intellectually engaged

Critical Attributes:

Virtually all participants are intellectually engaged in the lesson

Lesson activities require high-level thinking and explanations of thinking

Participants take initiative to improve the lesson 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 lesson to consolidate their understanding

NOTES

3d Using Assessment in Instruction

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## Ineffective

Participants do not appear to be aware of the assessment criteria, and there is little or no monitoring of learning; feedback is absent or of poor quality. Participants do not engage in self- or peer assessment

### Critical Attributes:

Teacher Consultant gives no indication of what high-quality work looks like

Teacher Consultant makes no effort to determine whether participants understand

Participants receive no feedback, or feedback is global, or directed to only one

Teacher Consultant does not ask participants to evaluate their own or classmates' work

## Minimally Effective

Participants appear to be only partially aware of the assessment criteria, and Teacher Consultant monitors learning for the group as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to participants is general, and few participants assess their own work

### Critical Attributes:

There is little evidence that the participants understand how their work will be evaluated

Teacher Consultant monitors understanding through a single method, or without eliciting evidence of understanding

Feedback to participants is vague and not oriented toward future improvement of work

Teacher Consultant makes only minor attempts to engage participants in self- or peers assessment

## Effective

Participants appear to be aware of the assessment criteria, and Teacher Consultant monitors learning for groups of participants. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups is accurate and specific; some participants engage in self-assessment

### Critical Attributes:

Teacher Consultant makes the standards of high-quality work clear

Teacher Consultant elicits evidence of understanding

Participants are invited to assess their own work and make improvements; most of them do so

Feedback includes specific and timely guidance at least for groups of participants

## Highly Effective

Assessment is fully integrated into instruction, through extensive use of formative assessment. Participants appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individuals and/or adult participants. A variety of forms of feedback, from both Teacher Consultant and peers, is accurate and specific and advances learning. Participants self-assess and monitor their own progress. Teacher Consultant successfully differentiates instruction to address individuals' misunderstandings

### Critical Attributes:

Participants indicate that they clearly understand the characteristics of high-quality work, and there is evidence that they have helped establish the evaluation criteria

Teacher Consultant is constantly "taking the pulse" of the class; monitoring of participant understanding is sophisticated and continuous and makes use of strategies to elicit information about individual understanding

Participants monitor their own understanding, either on their own initiative or as a result of tasks set by the Teacher Consultant

High-quality feedback comes from

many sources, including participants; it is specific and focused on improvement

## NOTES

### 3e Demonstrating flexibility and responsiveness

#### Ineffective

Teacher Consultant adheres rigidly to an instruction plan in spite of evidence of poor understanding. Instructional Specialist ignores signs of misunderstandings and lacks the initiative to offer assistance

##### Critical Attributes:

Teacher Consultant ignores indications of participant boredom or lack of understanding

Teacher Consultant brushes aside participant questions

Teacher Consultant conveys to participants that when they have difficulty learning it is their fault

In reflecting on practice, Teacher Consultant does not indicate that it is important to reach all participants

Despite evident participant confusion, Teacher Consultant makes no attempt to adjust the lesson

#### Minimally Effective

Teacher Consultant attempts to adjust the lesson to accommodate and respond to questions and interests with mixed results. Teacher Consultant accepts responsibility for the success of all but has only a limited repertoire of strategies to use

##### Critical Attributes:

Teacher Consultant's efforts to modify the lesson are only partially successful

Teacher Consultant makes perfunctory attempts to incorporate questions and interests into the lesson

Teacher Consultant 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, Teacher Consultant indicates the desire to reach all participants but does not suggest strategies for doing so

#### Effective

Teacher Consultant successfully accommodates questions and interests, drawing on a broad repertoire of strategies. If impromptu measures are needed, Teacher Consultant makes a minor adjustment to the lesson and does so smoothly. Teacher Consultant persists in seeking approaches for those who have difficulty learning

##### Critical Attributes:

When improvising becomes necessary, Teacher Consultant makes adjustments to the lesson

Teacher Consultant incorporates participants' interests and questions into the heart of the lesson

Teacher Consultant conveys to participants that s/he has other approaches to try when they experience difficulty

In reflecting on practice, Teacher Consultant cites multiple approaches undertaken to reach those having difficulty

#### Highly Effective

Teacher Consultant seizes an opportunity to enhance learning, building on a spontaneous event or interest, or successfully adjusts and differentiates instruction to address misunderstandings. Teacher Consultant uses an extensive repertoire of instructional strategies, solicits additional resources from the school or community, and persists in seeking effective approaches

##### Critical Attributes:

Teacher Consultant's adjustments to the lesson, when needed, are designed to assist individuals

Teacher Consultant seizes a teachable moment to enhance a lesson

Teacher Consultant conveys to participants that s/he won't consider a lesson "finished" until everyone understands and that s/he has a broad range of approaches to use

In reflecting on practice, Teacher Consultant can cite others in the school and beyond whom s/he has contacted for assistance in reaching some participants

NOTES

**Domain 4: Professional Responsibilities**

4a Reflecting on Practice

**Ineffective**

Teacher Consultant does not know whether a lesson/presentation was effective or achieved its instructional outcomes. Teacher Consultant has no suggestions for improvement

Critical Attributes:

Teacher Consultant considers the lesson but draws incorrect conclusions about its effectiveness

Teacher Consultant makes no suggestions for improvement

**Minimally Effective**

Teacher Consultant has a generally accurate impression of a lesson/presentation's effectiveness and the extent to which instructional outcomes were met. Teacher Consultant makes general suggestions for improvement

Critical Attributes:

Teacher Consultant has a general sense of whether or not instructional practices were effective

Teacher Consultant offers general modifications for future instruction

**Effective**

Teacher Consultant makes an accurate assessment of a lesson/presentation's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher Consultant makes a few specific suggestions for improvement

Critical Attributes:

Teacher Consultant accurately assesses the effectiveness of instructional activities used

Teacher Consultant identifies specific ways in which a lesson might be improved

**Highly Effective**

Teacher Consultant makes a thoughtful and accurate assessment of a lesson/presentation's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson/presentation and weighing the relative strengths of each. Drawing on an extensive repertoire of skills. Teacher Consultant offers specific alternative actions, complete with the probable success of different courses of action

Critical Attributes:

Teacher Consultant's assessment of the lesson is thoughtful and includes specific indicators of effectiveness

Teacher Consultant's suggestions for improvement draw on an extensive repertoire

NOTES

4b Maintaining Accurate Records

**Ineffective**

Teacher Consultant's system for

**Minimally Effective**

Teacher Consultant's system for

**Effective**

Teacher Consultant's system for

**Highly Effective**

Teacher Consultant's system for

maintaining information on completion of assignments and progress in learning is nonexistent or in disarray. Teacher Consultant's records for non-instructional activities are in disarray, the result being errors and confusion

Critical Attributes:

There is no system for either instructional or non-instructional records

Record-keeping systems are in disarray and provide incorrect or confusing information

maintaining information on completion of assignments and progress in learning is rudimentary and only partially effective. Teacher Consultant's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight are prone to errors

Critical Attributes:

Teacher Consultant has a process for recording work completion. However, it may be out of date or may not permit participants access to the information

Teacher Consultant's process for tracking progress is cumbersome to use

Teacher Consultant has a process for tracking some, but not all, non-instructional information, and it may contain some errors

maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective

Critical Attributes:

Teacher Consultant's process for recording completion of work is efficient and effective; participants have access to information about completed and/or missing assignments

Teacher Consultant has an efficient and effective process for recording progress; participants are able to see how they're progressing

Teacher Consultant's process for recording non-instructional information is both efficient and effective

maintaining information on completion of assignments, progress in learning, and non-instructional records is fully effective. Professional learning information and activity evaluations are disaggregated and used for future

Critical Attributes:

In addition to the characteristics of "effective":

Participants contribute to and maintain records indicating completed and outstanding work assignments

Participants contribute to and maintain data files indicating their own progress in learning

NOTES

4c Communicating with Staff

**Ineffective**

Teacher Consultant provides little information to participants regarding the program content. Teacher Consultant does not respond, or responds unprofessionally, to staff concerns

Critical Attributes:

**Minimally Effective**

Teacher Consultant makes sporadic attempts at communication with participants about the program. The communication that does take place may not be effective

Critical Attributes:

**Effective**

Teacher Consultant provides frequent and appropriate information to participants about the program. Teacher Consultant makes some attempts to engage staff in the program

Critical Attributes:

**Highly Effective**

Teacher Consultant communicates frequently with participants. Teacher Consultant responds to participants' concerns professionally. Teacher Consultant's efforts to engage staff in the program are frequent and successful

Critical Attributes:

Critical Attributes:  
Little or no information regarding the program is available for staff

Participant activities are lacking

Critical Attributes:  
School or district-created materials about the program are made available

Teacher Consultant gives infrequent or incomplete information about the program

Teacher Consultant maintains a required "grade book" but does little else to inform participants of progress

Critical Attributes:  
Teacher Consultant regularly makes information about the program available

Teacher Consultant regularly communicates information regarding progress

Critical Attributes:  
Participants regularly develop materials to inform others about the program

Participants maintain accurate records about their individual learning

Participants contribute to regular and ongoing projects designed to engage others in the learning process

## NOTES

### 4d Growing Individually and Collectively as a Professional

#### Ineffective

Teacher Consultant engages in no professional development activities to enhance knowledge or skill. Teacher Consultant resists feedback on teaching performance from either supervisors or colleagues. Teacher Consultant makes no effort to share knowledge with others or to assume professional responsibilities. Teacher Consultant's relationships with colleagues are negative or self-serving. Teacher Consultant avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher Consultant avoids becoming involved in school events or school and district projects

Critical Attributes:

#### Minimally Effective

Teacher Consultant participates to a limited extent in professional activities when they are convenient. Teacher Consultant engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher Consultant finds limited ways to assist other teachers and contribute to the profession. Teacher Consultant maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher Consultant participates in the school's culture of professional inquiry when invited to do so. Teacher Consultant participates in school events and school and district projects when specifically asked

Critical Attributes:

#### Effective

Teacher Consultant seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher Consultant actively engages with colleagues and supervisors in professional conversation about practice, including feedback about teaching performance. Teacher Consultant participates actively in assisting other educators and looks for ways to contribute to the profession. Teacher Consultant's relationships with colleagues are characterized by mutual support and cooperation. Teacher Consultant volunteers to participate in school events and in school and district projects, making a substantial contribution

Critical Attributes:

#### Highly Effective

Teacher Consultant seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher Consultant solicits feedback on practice from both supervisors and colleagues. Teacher Consultant initiates important activities to contribute to the profession. Teacher Consultant's relationships with colleagues are characterized by mutual support and cooperation, with Teacher Consultant taking initiative in assuming leadership among the faculty. Teacher Consultant takes a leadership role in promoting a culture of professional inquiry. Teacher Consultant volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life

Critical Attributes:



Critical Attributes:

Teacher Consultant purposefully avoids contributing to activities promoting professional inquiry

Teacher Consultant avoids involvement in school activities and district and community projects

Teacher Consultant's relationships with colleagues are characterized by negativity or combativeness

Critical Attributes:

When invited, Teacher Consultant participates in activities related to professional inquiry

When asked, Teacher Consultant participates in school activities, as well as district and community projects

Teacher Consultant has cordial relationships with colleagues

Critical Attributes:

Teacher Consultant regularly participates in activities related to professional inquiry

Teacher Consultant frequently volunteers to participate in school events and school district and community projects

Teacher Consultant has supportive and collaborative relationships with colleagues

Critical Attributes:

In addition to the characteristics of "proficient,"

Teacher Consultant takes a leadership role in promoting activities related to professional inquiry

Teacher Consultant regularly contributes to and leads events that positively impact school life

Teacher Consultant regularly contributes to and leads significant district and community projects

NOTES

4e Showing Professionalism

**Ineffective**

Teacher Consultant displays dishonesty or lack of confidentiality in interactions with colleagues, students, and the public. Teacher Consultant is not alert to participants' or colleagues' needs and contributes to school practices that result in being ill served by the school. Teacher Consultant makes decisions and recommendations that are based on self-serving interests. Teacher Consultant does not comply with school and district regulations

**Minimally Effective**

Teacher Consultant is honest and confidential in interactions with colleagues, students, and the public. Teacher Consultant's attempts to serve participants and colleagues are inconsistent. These practices could contribute to the school community being ill served. Teacher Consultant's decisions and recommendations are based on limited though genuine professional considerations. Teacher Consultant is not consistent in complying with school and district regulations

**Effective**

Teacher Consultant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, participants, and the public. Teacher Consultant is active in working to ensure that all receive a fair opportunity to succeed. Teacher Consultant maintains an open mind in team or departmental decision making. Teacher Consultant complies fully with school and district regulations

**Highly Effective**

Teacher Consultant can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues in this area. Teacher Consultant is highly proactive in serving colleagues, seeking out resources when needed. Teacher Consultant makes a concerted effort to challenge negative attitudes or practices to ensure that all, particularly those traditionally underserved, are honored in the school. Teacher Consultant takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher Consultant complies fully with school and district

Critical Attributes:

Teacher Consultant is not involved in any activity that might enhance knowledge or skill

Teacher Consultant purposefully resists discussing performance with supervisors or colleagues

Teacher Consultant does not join professional organizations or attend conferences

Teacher Consultant willfully rejects school district regulations

Critical Attributes:

Teacher Consultant participates in professional activities when they are required or provided by the district

Teacher Consultant reluctantly accepts feedback from supervisors and colleagues

Teacher Consultant contributes in a limited fashion to professional organizations

Teacher Consultant complies with school district regulations

Critical Attributes:

Teacher Consultant seeks regular opportunities for continued professional development

Teacher Consultant welcomes colleagues and supervisors in for the purpose of gaining insight from their feedback

Teacher Consultant actively participates in organizations designed to contribute to the profession

Teacher Consultant complies completely with school district regulations

regulations, taking a leadership role with colleagues

Critical Attributes:

Teacher Consultant seeks regular opportunities for continued professional development, including initiating action research

Teacher Consultant actively seeks feedback from supervisors and colleagues

Teacher Consultant takes an active leadership role in professional organizations in order to contribute to the profession

Teacher Consultant takes a leadership role regarding school district regulations

NOTES