

Appendix C
Non-Classroom Instructional
Evaluations
Instructional Specialists



MIS 5402
REV 6/13

School District of Okaloosa County
Personnel Services Department
Pre-conference Form (Planning Conference)
Non-Classroom Instructional Personnel

Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ School _____

To which part of your specialized area does this activity relate?

Briefly describe the participants in this activity, including those with special needs.

What are your expected outcomes for this activity?

Describe the sequence of steps and that will be observed during this activity.
Describe any materials that will be used.

How will you differentiate this activity based on the needs of participants?

How will the effectiveness of the activity be evaluated?

Is there anything that you would like me to specifically observe during the activity?



MIS 5401
REV 6/13

School District of Okaloosa County
Personnel Services Department
Post-Conference/Reflection Conference Form
Non-Classroom Instructional Personnel

Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ School _____ Date _____

How successful was the activity? Did the activity accomplish the expected outcome(s)?

How were you able to determine the participants' levels of engagement and understanding?

Comment on your activity procedures, participants' conduct, and your use of physical space. To what extent did these contribute to the accomplishment of desired outcomes?

Did you depart from your plan? If so, how and why?

Comment on different aspects of your activity (e.g., activities, materials and resources). To what extent were they effective?

If you had an opportunity to engage in this activity again with the same group of participants, what would you do differently?



School District of Okaloosa County
 Personnel Services Department
Formal Observation/Evaluation Rubric – Instructional Specialists

MIS 5416
06/13

Teacher _____ School _____ Participants _____ Type
 of Specialist _____ Observer _____ Date _____ Summary
 of the Activity _____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Current Trends in Specialty Area FEAPs 5.d; 5.e Weight 5.0	Instructional specialist demonstrates little or no familiarity with specialty area.	Instructional specialist demonstrates basic familiarity with specialty area.	Instructional specialist demonstrates thorough knowledge of specialty area.	Instructional specialist's knowledge of specialty area is wide and deep; specialist is regarded as an expert by colleagues.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program FEAPs 1.b; 1.e; 1.f; 5.c Weight 4.0	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Evidence				

NOTE: The Okaloosa County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching, 2007*.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served FEAPs 1.a Weight 4.0	Instructional specialist has no clear goals for the instructional support program. Goals are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultation with administrators and colleagues.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d Demonstrating Knowledge of Resources, both Within and Beyond the School and District FEAPs 2.i; 4.f Weight 3.0	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of the resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1e Planning the Instructional Support Program, Integrated with the Overall School Program FEAPs 5.a; 5.b; 5.c Weight 5.0	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and colleagues.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1f Developing a Plan to Evaluate the Instructional Support Program FEAPs 1.a; 4.a; 4.b; 4.c; 4.e	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2a Creating an Environment of Trust and Respect FEAPs 2.d; 6 Weight 6.0	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 do not 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.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b Establishing a Culture for Ongoing Instructional Improvement FEAPs 5.a; 5.b; 5.c; 5.d; 5.e Weight 6.0	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c Establishing Clear Procedures for Teachers to Gain Access to Instructional Support FEAPs 2.a; 2.f; 2.g; 2.i Weight 4.0	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and colleagues.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d Establishing and Maintaining Norms of Behavior for Professional Interactions FEAPs 2.d; 5.c; 5.d; 5.e; 6 Weight 6.0	No norms of professional conduct have been established; teachers are frequently disrespectful in their interaction 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 take an active role in adhering to these standards of conduct.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2e Organizing Physical Space for Professional Learning Activities FEAPs 2.a</p> <p>Weight 3.0</p>	<p>Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the professional learning activities.</p>	<p>The physical environment does not impede professional learning activities.</p>	<p>Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the professional learning activities.</p>	<p>Instructional specialist makes highly effective use of the physical environment with teachers contributing to the physical arrangement.</p>
<p>Evidence</p>				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a Collaborating with Teachers in the Design of Instructional Units and Lessons FEAPs 1.a; 1.b; 1.c; 1.d; 1.e; 1.f Weight 4.0	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources outside the school.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b Engaging Teachers in Learning New Instructional Skills FEAPs 3.a; 3.b; 3.c; 3.d; 3.e; 3.f; 3.g; 3.h; 3.i Weight 6.0	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3c Sharing Expertise with Staff FEAPs 5.a; 5.b; 5.d; 5.e Weight 6.0	Instructional specialist's model lessons and/or professional learning activities are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and/or professional learning activities is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and/or professional learning activities is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and/or professional learning activities is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d Locating Resources for Teachers to Support Instructional Improvements FEAPs 1.f; 2.i; 3.g Weight 5.0	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful reflecting incomplete knowledge of what is available.	Instructional specialist locates appropriate and sufficient resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness FEAPs 2.h Weight 4.0	Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a Reflecting on Practice FEAPs 4.a; 5.a; 5.b Weight 5.0	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4b Preparing and Submitting Reports FEAPs 6 Weight 4.0	Instructional specialist does not follow established procedures for preparing and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare reports are partially successful and follow established procedures. Reports are sometimes submitted on time.	Instructional specialist's reports are complete and follow established procedures. Reports are submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing reports, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4c Coordinating Work with Other Instructional Specialists FEAPS 5.c; 5.d; 5.e Weight 4.0	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
Evidence				
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4d Participating in a Professional Community FEAPs 5.a; 5.b; 5.c; 5.d; 5.e Weight 4.0	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/ district events and initiatives.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Instructional specialist participates actively in school/district events and initiatives. Instructional specialist maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school/district events and initiatives. Instructional specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/ Developing	Effective	Highly Effective
4e Engaging in Professional Development FEAPs 5.d; 5.e Weight 3.0	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 professional learning activities outside the district.
Evidence				
Component	Unsatisfactory	Improvement Needed/ Developing	Effective	Highly Effective
4f Showing Professionalism Including Integrity and Confidentiality FEAPs 6 Weight 5.0	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity. Instructional specialist takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				



School District of Okaloosa County
 Personnel Services Department
Year-End Annual Evaluation Summary
Instructional Specialists

MIS 5418
 REV 6/13

DOMAIN 1 – PLANNING AND PREPARATION	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
5.0 – 1-a Knowledge of Current Trends in Specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-b Knowledge of School Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-c Setting Support Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 1-d Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 1-e Planning for Instructional Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-f Plan for Eval. of Instructional Support Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 1 _____ (75 points possible)

DOMAIN 2 – THE ENVIRONMENT	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
6.0 – 2-a Creating Environment of Trust and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-b Establishing Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 2-c Establishing Procedures for Access of Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-d Establishing Norms of Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 2-e Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 2 _____ (75 points possible)

DOMAIN 3 – DELIVERY OF SERVICE	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
4.0 – 3-a Collaborating with Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 3-b Engaging Teachers in Learning New Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 3-c Sharing Expertise with Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 3-d Locating Resources to Support Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 3-e Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 3 _____ (75 points possible)

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	0 pts. U	1 pt. I/D	2 pts. E	3 pts. HE
5.0 – 4-a Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-b Preparing and Submitting Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-c Coordinating with Other Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-d Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 4-e Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 4-f Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (300 points possible)