

NORFOLK PUBLIC SCHOOLS SUMMATIVE INSTRUCTIONAL SPECIALIST EVALUATION

Instructional Specialist: _____ Date: _____ School Year: _____
Building: _____ Assignment: _____ Evaluation Status: _____

Summative Evaluation Directions

The purposes of the summative evaluation conference are: 1) to review and discuss the contents of the evaluation document, 2) to communicate the recommended contract status for the next school year, 3) to discuss the recommended level of administrative supervision expected for the next evaluation cycle, and 4) to establish professional goals. The supervisor has responsibility for completing the summative evaluation document and then discussing its contents with the instructional specialist during a summative evaluation conference. The instructional specialist is encouraged to submit a self-evaluation or other relevant portfolio information at least five days in advance of the summative evaluation conference. A summative evaluation cycle concludes with communication of the recommended contract status and the level of administrative supervision for the next evaluation cycle.

The supervisor will rate each of the four domains, which include: 1) planning and preparation, 2) the environment, 3) delivery of service, and 4) professional responsibilities according to which of the four performance standards best describes the instructional specialist's performance during the evaluation cycle. Each domain will be rated with consideration given to the related competencies and elements within the domain. It is not necessary that every competency be observable at a consistently appropriate and effective level in order to receive a proficient rating. The particular job assignment will determine the appropriate role of each of the four domains and how each domain will be evaluated for various certified staff members. The supervisor will collect evidence addressing each domain and will include narrative to support any areas of excellence and/or concern which do not meet district expectations. The supervisor will also write an Evaluation Summary to summarize the instructional specialist's overall performance. Copies of all signed summative evaluation documents will be provided to the instructional specialist, the supervisor, and the instructional specialist's personnel file at the Central Office.

Performance Standards

Distinguished - Evidence indicates that an instructional specialist performing at this level is a master teacher who makes contributions to the field both in and outside the district. Their programs operate at a qualitatively different level from those of other instructional specialists. Such programs consist of a community of learners, with teachers highly motivated and engaged and assuming considerable responsibility for their own learning. Evidence indicates that the instructional specialist performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the domain in a highly effective and appropriate manner. This level of performance exceeds district expectations.

Proficient - Evidence indicates that instructional specialists performing at this level clearly understand the concepts underlying the components and implements them well. Instructional specialists at the proficient level thoroughly know their content, they know their teachers, they know the curriculum and have a broad repertoire of strategies and activities to use with teachers, and they can easily adjust their program as necessary. Instructional specialists at this level are able to consistently and effectively implement all or almost all competencies within the domain and element appropriately and without significant errors. This level of performance fully meets district expectations.

Basic - Evidence indicates that instructional specialists performing at this level appear to understand the concepts underlying the component within the domain and attempt to implement its elements. Implementation, however, is sporadic, intermittent, or otherwise not entirely successful. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, instructional specialists performing at the basic level should become proficient implementing the domain and components within a reasonable time period.

Unsatisfactory - Evidence indicates that an instructional specialist performing at this level does not yet appear to understand, and may have some major misconceptions, of the concepts underlying the component within the domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

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Evaluation Summary

Domain 1: Planning and Preparation

Unsatisfactory Basic Proficient Distinguished

Domain 2: The Environment

Unsatisfactory Basic Proficient Distinguished

Domain 3: Delivery of Service

Unsatisfactory Basic Proficient Distinguished

Domain 4: Professional Responsibilities

Unsatisfactory Basic Proficient Distinguished

Supervisor Comments and Professional Goals

Supervisor Summary Comments:

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Performance Goal for Tenured Instructional Specialists:

Observation Dates:

Recommend Contract Status
(Do not complete for first semester probationary evaluation.)

- Initial Evaluation Reemploy for a second or third semester with a one-semester evaluation cycle
- Professional Evaluation Reemploy for next school year with a three-year evaluation cycle
- Assistance Evaluation Reemploy for next school year with a one-year evaluation cycle
- Improvement Evaluation Reemploy for next school year with a written Professional Improvement plan which requires a one-year or less evaluation cycle.
- Nonrenewal

The Contract Recommendation and level of Administrative Evaluation as referenced herein, is not a guarantee of continued employment for a specific term and does not alter or amend the instructional specialist's employment contract or the district's rights and remedies under Nebraska or federal law. The Contract Recommendation and Level of Administrative Supervision is a designation for administrative purposes, not a progressive discipline program or indication of entitlement to a certain type of remediation or supervision.

Supervisor's Signature _____

Conference Date _____

Instructional Specialist's Signature _____

Conference Date _____

NOTE: The instructional specialist's signature indicates the review and receipt of, not necessarily agreement with, this summative evaluation. The instructional specialist may attach additional written responses on separate paper within 14 calendar days of the evaluation conference.

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Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.2: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.3: Establishing goals for the instructional program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
1.4 Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.5: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their 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 teachers.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.6: Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional 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 imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence				

Domain 1: Planning and Preparation Rating U B P D

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Domain 2: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.2: Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.3: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
2.4: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.5: Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
Evidence				

Domain 2: The Environment U B P D

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Domain 3: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when 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 from sources outside the school.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.2: Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.3: Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
3.4: Locating resources for teachers to support instructional improvement	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 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	Basic	Proficient	Distinguished
3.5: Demonstrating flexibility and responsiveness	Instructional specialist adheres to their 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 3: Delivery of Service U B P D

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Domain 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequence of each.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.2: Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.3: Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
4.4: Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.5: Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.6: Showing professionalism including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				

Domain 4: Professional Responsibilities U B P D