

Staff Developer \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Staff Developers

### Domain 1 for Staff developers: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	EMERGING	DEVELOPING	PROFICIENCY	MASTERY
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Staff developer demonstrates little or no familiarity with content areas or trends in professional development.	Staff developer demonstrates basic familiarity with content areas and trends in professional development.	Staff developer demonstrates thorough knowledge of content area and trends in professional development.	Staff developer's knowledge of content areas and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b>	Staff developer demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Staff developer demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Staff developer demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Staff developer 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.
<b>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Staff developer has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Staff developer's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Staff developer goals for the instructional support program are clear and are suitable to the individual staff developer and program goals	Staff developer'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.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Staff developer demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Staff developer demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Staff developer is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Staff developer actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Staff developer's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Staff developer's plan has a guiding principle and includes a number of worth-while activities, but some of them do not fit with the broader goals.	Staff developer's plan is well designed to support teachers in the improvement of their instructional skills.	Staff developer'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.
<b>Staff Developer Comments:</b>	<b>Overall Domain Rating:</b>		<b>Evaluator Comments</b>	

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## Rubric for Staff Developers

### Domain 2 for Staff developers: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	EMERGING	DEVELOPING	PROFICIENCY	MASTERY
<b>2a: Creating an environment of trust and respect</b>	Relationship with the staff developer are in the introductory stages.	Relationships with the staff developer are cordial.	Relationships with the staff developer are respectful.	Relationships with the staff developer are highly respectful and trusting.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Staff developer conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Staff developer conveys the value of improving the teachers instructional skills.	Staff developer promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Staff developer has established a culture of professional inquiry in which teachers/staff developer initiate projects to be undertaken with the support of the specialist.
<b>2c: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Staff developer's efforts to establish norms of professional conduct are partially successful.	Staff developer has established clear norms of mutual respect for professional interaction.	Staff developer has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b>2d: Organizing physical space for workshops or training</b>	Staff developer 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.	Staff developer makes good use of the physical environment, resulting in engagement of most participants in the workshop activities.	Staff developer makes highly effective use of the physical environment, which encourages a high level of engagement by all.
<b>Staff Developer Comments:</b>	<b>Overall Domain Rating:</b>		<b>Evaluator Comments:</b>	

Staff Developer \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Rubric for Staff Developers

### Domain 3 for Staff developers: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	EMERGING	DEVELOPING	PROFICIENCY	MASTERY
<b>3a: Collaborating with teachers in the implementation of instructional design</b>	Staff developer declines to collaborate with classroom teachers in the implementation of instructional design	Staff developer collaborates with classroom teachers in the implementation of instructional design when specifically asked to do so.	Staff developer initiates collaboration with classroom teachers in the implementation of instructional design.	Staff developer initiates collaboration with classroom teachers in the implementation of instructional design, locating additional resources from sources outside the school.
<b>3b: Sharing expertise with staff</b>	Staff developer'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 staff developer'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 staff developer's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the staff developer's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Staff developer conducts extensive follow-up work with teachers.
<b>3c: Locating resources for teachers to support instructional improvement</b>	Staff developer fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Staff developer's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Staff developer locates resources for instructional improvement for teachers when asked to do so.	Staff developer is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3d: Demonstrating flexibility and responsiveness</b>	Staff developer adheres to his plan, in spite of evidence of its inadequacy.	Staff developer makes modest changes in the support program when confronted with evidence of the need for change.	Staff developer makes revisions to the support program when it is needed.	Staff developer is continually seeking ways to improve the support program and makes changes as needed in response to student, teacher, or administrative input.
<b>Staff Developer Comments:</b>	<b>Overall Domain Rating</b>		<b>Evaluator Comments:</b>	

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## Rubric for Staff developers

<b>Domain 4 for Staff developers: Professional Responsibilities</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>PROFICIENCY</b>	<b>MASTERY</b>
<b>4a: Reflecting on practice</b>	Staff developer does not reflect on practice, or the reflections are inaccurate or self-serving.	Staff developer'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.	Staff developer's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Staff developer makes some specific suggestions as to how the support program might be improved.	Staff developer's reflection is highly accurate and perceptive, citing specific examples. Staff developer draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<b>4b: Preparing and submitting paperwork (budgets, requisitions, reports, etc)</b>	Staff developer does not follow established procedures for preparing paperwork. Submissions are routinely late.	Staff developer's efforts to prepare paperwork is partially complete, most procedures are followed. Paperwork is sometimes submitted on time.	Staff developer's paperwork is complete, procedures are followed. Reports are always submitted on time.	Staff developer anticipates and responds to peers needs when preparing paperwork, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
<b>4c: Coordinating work with other Staff developers</b>	Staff developer makes no effort to collaborate with other Staff developers within the district.	Staff developer responds positively to the efforts of other Staff developers within the district to collaborate.	Staff developer initiates efforts to collaborate with other Staff developers within the district.	Staff developer takes a leadership role in coordinating projects with other Staff developers within and beyond the district.
<b>4d: Engaging in professional development</b>	Staff developer does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Staff developer's participation in professional development activities is limited to those that are convenient or are required.	Staff developer seeks out opportunities for professional development based on an individual assessment of need.	Staff developer 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.
<b>4e: Showing professionalism, including integrity and confidentiality</b>	Staff developer displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Staff developer is honest in interactions with colleagues and respects norms of confidentiality.	Staff developer displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Staff developer 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.
<b>4f: Consistent attendance, punctuality and dependability</b>	Staff developer is absent frequently, maybe in consistent patterns, is consistently tardy, and shows random, if any, dependability.	Staff developer demonstrates some consistent patterns of absenteeism, is often right on time or tardy to destinations, and is not always dependable	Staff developer is present more than absent, punctual on a regular basis, with maybe a few exceptions, and is a person regarded as dependable	Staff developer demonstrates no exceptional attendance patterns, is typically early to destinations, and is highly regarded as a dependable person.

Staff Developer \_\_\_\_\_

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Date: \_\_\_\_\_

<b>Staff Developer Comments:</b>	<b>Overall Domain Rating:</b>	<b>Evaluator Comments:</b>
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**Overall Rating:**

**Re-evaluation needed**

**Yes**

**No**

**Comments:**

**Goals for \_\_\_\_\_:**

*This evaluation has been reviewed with me in a conference with the evaluator(s). I am aware that a copy of this evaluation is being placed in my personnel file. I certify that I have received a copy of this evaluation. My signature does not necessarily signify concurrence with its contents.*

**Staff Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_