

LSD and Interventionist Evaluation Rubric

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1a. Demonstrates knowledge of current trends in specialty area and professional development.	The LSD/Interventionist demonstrates little or no familiarity with specialty area or trends in professional development.	The LSD/Interventionist demonstrates basic familiarity with specialty area and trends in professional development.	The LSD/Interventionist demonstrates thorough knowledge of specialty area and trends in professional development.	The LSD/ Interventionist's knowledge of specialty area and trends in professional development is wide and deep; the LSD/Interventionist is regarded as an expert by colleagues.
1b. Demonstrates knowledge of the district's program.	The LSD/Interventionist demonstrates little or no knowledge of the district's program.	The LSD/Interventionist demonstrates basic knowledge of the district's program.	The LSD/Interventionist demonstrates thorough knowledge of the district's program.	The LSD/Interventionist is deeply familiar with the district's program and works to shape its future direction.
1c. Establishes goals for the instructional support program appropriate to the teachers served.	The LSD/Interventionist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	The LSD/ Interventionist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	The LSD/ Interventionist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	The LSD/ Interventionist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed based on qualitative and quantitative data.
1d. Demonstrates knowledge of resources both within and beyond the district.	The LSD/Interventionist demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.	The LSD/Interventionist demonstrates basic knowledge of resources available in the district for teachers to advance their skills.	The LSD/Interventionist is fully aware of resources available in the district and in the larger professional community for teachers to advance their skills.	The LSD/Interventionist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.
1e. Plans the instructional support program integrated with the overall district program.	The LSD/ Interventionist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The LSD/ Interventionist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The LSD/ Interventionist's plan is well designed to support teachers in the improvement of their instructional skills.	The LSD/ Interventionist's plan is highly coherent, taking into account the competing demands or making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators.

Domain 2: The Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a. Creates an environment of trust and respect.	Teachers are reluctant to request assistance from the LSD/Interventionist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the LSD/Interventionist are cordial; teachers don't resist initiatives established by the LSD/Interventionist.	Relationships with the LSD/Interventionist are respectful, with some contacts initiated by teachers.	Relationships with the LSD/Interventionist are highly respectful and trusting, with many contacts initiated by teachers.
2b. Establishes a culture for ongoing instructional improvement.	The LSD/Interventionist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers don't resist offerings of support from the LSD/Interventionist.	The LSD/Interventionist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	The LSD/Interventionist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the LSD/Interventionist.
2c. Establishes clear procedures for teachers to gain access to instructional support.	When teachers want to access assistance from the LSD/Interventionist, 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.	The LSD/Interventionist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to the LSD/Interventionist are clear to all teachers and have been developed based on input from administrators and teachers.
2d. Organizes physical space for workshops or training.	The LSD/Interventionist 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.	The LSD/Interventionist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The LSD/Interventionist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service	Unsatisfactory	Basic	Proficient	Distinguished
3a. Collaborates with teachers in the design of instructional units and lessons.	The LSD/Interventionist declines to collaborate with classroom teachers in the design of instructional lessons and units.	The LSD/Interventionist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	The LSD/Interventionist initiates collaboration with classroom teachers in the design of instructional lessons and units.	The LSD/Interventionist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.
3b. Engages teachers in learning new instructional skills.	Teachers decline opportunities to engage in professional learning from the LSD/ Interventionist.	The LSD /Interventionist's efforts to engage teachers in professional learning are partially successful, with some teachers attending.	The LSD/ Interventionist's efforts to engage teachers in professional learning are successful and many teachers who attend workshops are engaged in acquiring new instructional skills.	The LSD /Interventionist's efforts to engage teachers in professional learning are very successful. All teachers who attend workshops are highly engaged and take initiative in suggesting new areas for growth.
3c. Shares expertise with staff.	The LSD/ Interventionist'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 the LSD/Interventionist'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 LSD/Interventionist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the LSD/Interventionist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The the LSD/Interventionist conducts extensive follow-up with teachers.
3d. Locates resources for teachers to support instructional improvement.	The LSD/Interventionist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	The LSD/ Interventionist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	The LSD/Interventionist locates resources for instructional improvement for teachers when asked to do so.	The LSD/Interventionist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e. Demonstrates flexibility and responsiveness.	The LSD/Interventionist adheres to his/her plan, in spite of evidence of its inadequacy.	The LSD/Interventionist makes modest changes in the support program when confronted with evidence of the need for change.	The LSD/Interventionist makes revisions to the support program when it is needed.	The LSD/Interventionist is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.

Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished
4a. Reflects on practice.	The LSD/Interventionist does not reflect on practice, or the reflections are inaccurate or self-serving.	The LSD/ Interventionist'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.	The LSD/ Interventionist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The LSD/Interventionist makes some specific suggestions as to how the support program might be improved.	The LSD/ Interventionist's reflection is highly accurate and perceptive, citing specific examples. The LSD/Interventionist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b. Prepares and submits budgets or reports.	The LSD/Interventionist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	The LSD/ Interventionist's efforts to prepare budgets are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	The LSD/ Interventionist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	The LSD/Interventionist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c. Coordinates work with subject director and/or other LSDs/ Interventionists.	The LSD/Interventionist makes no effort to collaborate with subject director and/or other LSDs/ Interventionists.	The LSD/Interventionist responds positively to the efforts of subject directory and/or other LSDs/ Interventionists.	The LSD/Interventionist initiates efforts to collaborate with subject director and/or other LSDs/ Interventionists.	The LSD/Interventionist takes a leadership role in coordinating projects with director and other instructional leaders within or beyond the district.
4d. Participates in a Professional Community	The LSD/ Interventionist's relationships with colleagues are negative or self-serving, and the LSD/Interventionist avoids being involved in district events/projects.	The LSD/ Interventionist's relationships with colleagues are cordial, and the LSD/Interventionist participates in district events/projects when specifically requested.	The LSD/Interventionist participates actively in district events/projects and maintains positive and productive relationships with colleagues.	The LSD/Interventionist makes a substantial contribution to district events/projects and assumes a leadership role with colleagues.
4e. Engages in Professional Development.	The LSD/Interventionist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	The LSD/ Interventionist's participation in professional development activities is limited to those that are convenient or are required.	The LSD/ Interventionist seeks out opportunities for professional development based on an individual assessment of need.	The LSD/Interventionist 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 teachers.
4f. Shows Professionalism, including integrity and confidentiality.	The LSD/Interventionist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	The LSD/Interventionist is honest in interactions with colleagues and respects norms of confidentiality.	The LSD/Interventionist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	The LSD/Interventionist 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.

