

Boulder Valley School District Effective Instructional Specialists Standards

Alignment	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element a: Instructional Specialists recognize and understand the development of teacher expertise in highly-effective pedagogical practices as applied to Colorado Academic Standards and BVSD’s organized plan of instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses knowledge of standards that are germane to the position to shape work ❖ Uses understanding of the teaching and learning cycle to work with teachers 	<ul style="list-style-type: none"> • Recognizes and articulates the implementation of the standards in the instructional setting • Articulates knowledge on a variety of pedagogical strategies that support student learning 	<ul style="list-style-type: none"> • Articulates an understanding of the depth and the breadth of the standards to help teachers with differentiation in lesson planning and assessment • Identifies targeted pedagogical strategies to support student learning based on data or observations • Provides guidance and resources that address the effective implementation of the teaching and learning cycle 	<ul style="list-style-type: none"> • Is consulted for content and pedagogical expertise by various stakeholders at the district, state, and/or national level

Literacy	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element b: Instructional Specialists understand the cognitive processes and the instructional strategies that develop reading, writing, speaking, and listening skills for all students across content areas		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Recognizes literacy as an essential component in all instructional settings and for all students ❖ Is aware of literacy assessment and data collection/reporting systems 	<ul style="list-style-type: none"> • Has knowledge of research based literacy instruction that supports students’ literacy skills in reading, writing, speaking and listening in all instructional settings 	<ul style="list-style-type: none"> • Provides guidance for literacy instruction that enhances 21st century skills (i.e. critical thinking and reasoning, information literacy, collaboration, self-direction, 	<ul style="list-style-type: none"> • Creates teachers and administrators who have an increased capacity to incorporate effective literacy strategies in the applicable

Boulder Valley School District Effective Instructional Specialists Standards

	<ul style="list-style-type: none"> Has knowledge of BVSD specific literacy assessment and data collection/reporting 	<p>innovation, creativity, inquiry)</p> <ul style="list-style-type: none"> Provides diverse literacy strategies and increases teachers' capacity to strengthen and support student literacy (reading, writing, speaking and listening) in all content settings Has knowledge of leveled and complex texts that support students in their ability to read and respond to text 	<p>instructional environments</p>
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Numeracy	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element c: Instructional Specialists understand the cognitive processes and the instructional strategies that develop numeracy skills (i.e. operations, algebra, geometry and measurement, and data analysis and probability) for all students across content areas		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> Recognizes numeracy as an essential component in all instructional settings Values and supports numeracy skills in instructional settings 	<ul style="list-style-type: none"> Supports the implementation of instructional strategies that require students to apply and transfer mathematical concepts to different content areas Demonstrates an understanding of math concepts in connection to content area(s) 	<ul style="list-style-type: none"> Provides resources and strategies to support the interdisciplinary connections of math to other subjects and other subjects to math Supports numeracy instruction as it relates to job specific work and articulates the importance of numeracy for all students 	<ul style="list-style-type: none"> Demonstrates understanding of the Math Content and Practice Standards and articulates work specific connections Creates teachers and administrators who have an increased capacity to incorporate effective math concepts and numeracy strategies in the applicable instructional environments

Boulder Valley School District Effective Instructional Specialists Standards

On-going Professional Learning	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element d: Instructional Specialists continually acquire and seek out understandings of ever evolving content and movements and practices in educational theory and policy that directly affect district teachers and students		

Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Engages in high quality professional learning ❖ Connects professional learning opportunities to work ❖ Models professionalism when attending professional learning sessions 	<ul style="list-style-type: none"> • Consistently engages in relevant inquiry and study and demonstrates application of new learnings • Engages in professional conversations that further learnings • Seeks opportunities to share information with other professionals 	<ul style="list-style-type: none"> • Identifies areas where professional development is needed to further student and/or educator learning, identifying appropriate resources to address the need • Has a network of resources to draw upon to gain knowledge within and beyond BVSD 	<ul style="list-style-type: none"> • Motivates other educators to further their professional growth

Connectedness	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element e: Instructional Specialists know and stay appropriately informed about the work of other departments and district-wide initiatives and connect both to their own work		

Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Articulates connections between content areas ❖ Understands the Mission and Vision of BVSD and how actions relate to the district's Strategic Plan ❖ Actively informed about major district initiatives and changes 	<ul style="list-style-type: none"> • Supports cross content work by providing resources and guidance that address interdisciplinary skills and content connections • Supports the Mission and Vision of the district 	<ul style="list-style-type: none"> • Builds interdisciplinary and thematic connections into professional development opportunities • Works with other departments to develop or implement interdisciplinary projects and initiatives 	<ul style="list-style-type: none"> • Builds systems and professional development modules that create teachers who independently make connections across larger themes and between disciplines within their own lesson planning • Utilizes the work of other departments and district-wide initiatives to

Boulder Valley School District Effective Instructional Specialists Standards

			support work with teachers and administrators
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Adult Learning	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element f: Instructional Specialists know and apply understandings of best practices in adult learning theory when designing professional development and working with educators		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Engages adult learners in professional development that connect directly and immediately to their setting ❖ Connects professional development learning outcomes to the district strategic plan and Educator Effectiveness Standards 	Designs learning sessions and courses and uses instructional strategies that: <ul style="list-style-type: none"> • Help adult learners connect the curriculum to prior knowledge, current experiences, and effectiveness goals • Employ appropriate services, resources, and materials to facilitate adult engagement and learning 	<ul style="list-style-type: none"> • Motivates adult learners to take direct action in employing the professional development learning outcomes in their settings • Designs professional development that ensures that the learning objectives are addressed in a manner that is meaningful for diverse learners and in diverse settings 	<ul style="list-style-type: none"> • Creates instructional experiences in which adult learners use what has been learned to teach and positively shift practices with their colleagues

Communication and Collaboration	Standard I: Instructional Specialists demonstrate mastery in pedagogy, content, and district systems		
	Element g: Know and apply understandings of how to use a variety of communication techniques and strategies to distribute information, drive change, and foster productive collaboration		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Fosters positive communication and collaboration ❖ Distributes relevant information ❖ Collaborates with teachers and administrators 	<ul style="list-style-type: none"> • Communicates with all stakeholders in multiple ways and with clear and consistent information 	<ul style="list-style-type: none"> • Deliberately uses the most effective modality for communication, based on the nature of information • Seeks feedback from teachers and appropriately responds to their expressed needs 	<ul style="list-style-type: none"> • Builds networks of communication and leadership among teachers and administrators throughout the district • Creates work that leads to teachers who mirror

Boulder Valley School District Effective Instructional Specialists Standards

		<ul style="list-style-type: none"> Fosters change in a collaborative and supportive manner 	<p>productive collaboration and communication to independently facilitate setting specific, positive change.</p> <ul style="list-style-type: none"> Creates an environment that leads teachers to see change as an opportunity for development and growth. Creates communication systems that are used and valued by teachers and administrators
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Learning Environment	Standard II: Instructional Specialists establish a safe, inclusive and respectful learning environment for a diverse population of learners		
	Element a: Instructional Specialists foster a consistent, supportive environment in which each adult learner has a positive, nurturing relationship with colleagues/peers		
Essentials	Partially Effective	Effective	Highly Effective
<p>Creates a learning environment in which:</p> <ul style="list-style-type: none"> ❖ Diverse learning styles are valued ❖ The importance of the adult learner’s background is respectfully considered ❖ Respects and maintains trust and confidentiality 	<p>Encourages a learning environment in which there is:</p> <ul style="list-style-type: none"> Mutual respect for and understanding of all learners Acknowledgment of positive relationships between and among learners The use of instructional approaches and materials that reflect all backgrounds An understanding of the need for trust and confidentiality 	<p>Creates a learning environment in which there is:</p> <ul style="list-style-type: none"> The establishment of mutual respect for individual perspectives Personal modeling of respect for diversity The opportunity for all learning styles to succeed A competent navigation of complex situations involving trust and confidentiality 	<p>Creates a learning environment where:</p> <ul style="list-style-type: none"> Adult learners respect one another and monitor each other’s treatment of diverse peers, collaborate professionally, and demonstrate personal responsibility

Boulder Valley School District Effective Instructional Specialists Standards

Collaborative Relationships	Standard II: Instructional Specialists establish a safe, inclusive and respectful learning environment for a diverse population of learners		
	Element b: Instructional Specialists demonstrate a commitment to maintain relationships based on trust and respect for cultural competency, while working toward common goals as a district		
Essentials	Partially Effective	Effective	Highly Effective
Creates a learning environment in which: ❖ Diversity is valued ❖ Cultural competency is understood and applied ❖ Empathy and compassion are demonstrated	Encourages a learning environment that results in: <ul style="list-style-type: none"> The acknowledgement of individual differences The fostering of positive relationships through the building of trust, active listening, and clear communication The recognition of the importance of cultural competency 	Establishes routine processes that result in: <ul style="list-style-type: none"> Respect for individual differences Positive professional relationships The establishment of trust and the sustainment of it over time Empathetic listening and the use of nonjudgmental language Accessible and equitable communication Personal and professional understanding of the importance of cultural competency 	Creates a learning environment in which there is: <ul style="list-style-type: none"> The demonstration of mutual respect in a variety of contexts The effective support of individuals and teams across race, ethnicity, gender, class, sexual orientation, age, and language background The use of strategic decisions that utilize an awareness of one’s own biases and the potential impact on others

Differentiation	Standard II: Instructional Specialists establish a safe, inclusive and respectful learning environment for a diverse population of learners		
	Element c: Instructional Specialists engage adult learners as individuals with unique interests, strengths, and ability levels while adapting support for specific needs and environments		
Essentials	Partially Effective	Effective	Highly Effective
❖ Has high expectations for all individuals ❖ Holds individuals accountable for their learning Considers individual	Encourages relationships that: <ul style="list-style-type: none"> Challenge individuals to expand and enhance their learning 	Establishes support that: <ul style="list-style-type: none"> Breaks down the learning into chunks and identifies high-leverage strategies by using a gradual 	Creates an environment where learners: <ul style="list-style-type: none"> Seek opportunities to expand their skills and abilities Take steps to

Boulder Valley School District Effective Instructional Specialists Standards

interests, strengths, and experiences	<ul style="list-style-type: none"> • Acknowledge individuals for their accomplishments • Monitors the quality of participation and performance 	<p>release of responsibility</p> <ul style="list-style-type: none"> • Scaffolds interactions to support individual needs • Follows up for mastery in implementation • Capitalizes on opportunities to reinforce strengths 	<p>incorporate new learning and work toward mastery of skills</p> <ul style="list-style-type: none"> • Contribute their individual experiences and expertise in a collaborative manner
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Communication	Standard II: Instructional Specialists establish a safe, inclusive and respectful learning environment for a diverse population of learners		
	Element d: Instructional Specialists provide clear and constructive feedback to adult learners about progress and foster effective communication with colleagues, administrators, students and families		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses a variety of conversational/questioning strategies ❖ Allows for two-way communication ❖ Provides timely and consistent feedback with nonjudgmental language ❖ Understands effective communication strategies 	<ul style="list-style-type: none"> • Provides feedback • Uses questioning to facilitate conversation • Discusses effective communication 	<ul style="list-style-type: none"> • Breaks down feedback into chunks and identifies high level instructional strategies • Identifies learning theories and plans for implementation • Gathers and shares qualitative and or quantitative data • Shares effective communication strategies 	<ul style="list-style-type: none"> • Applies learning theories in conversations and actions • Participates in reflective conversations that are initiated by the adult learner • Observes the implementation of instructional shifts that are based on qualitative and or quantitative data • Models effective communication strategies

Boulder Valley School District Effective Instructional Specialists Standards

Teacher Professional Development	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element a: Instructional Specialists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate intellectual, social, and emotional needs of teachers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Understands how to differentiate instruction to address individual teachers' needs ❖ Familiarizes self with teachers' learning needs ❖ Understands the interrelatedness of students' & teachers' intellectual, social, and emotional development 	<ul style="list-style-type: none"> • Attempts to provide instruction that is applicable for all teachers • Is familiar with emerging research on how teachers learn • Is familiar with emerging research on how students learn 	<ul style="list-style-type: none"> • Adapts interactions with teachers to address strengths and areas for growth • Adapts professional development to address teachers' areas for growth • Assists teachers in implementing accommodations and modifications for students • Applies knowledge of current developmental science to address teacher needs • Collaborates with colleagues regarding the ways in which learning takes place and demonstrates an understanding of emotional and social intelligence and applies it to interactions with teachers 	<ul style="list-style-type: none"> • Consistently demonstrates and adapts appropriate and varied research-based teaching strategies, lessons, and techniques to meet the needs of all teachers • Presents and adapts instruction that actively engages and motivates teachers • Creates a collaborative relationship where teachers advocate for their unique teaching and learning styles

Instructional Practice	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element b: Instructional Specialists utilize a variety of methods (i.e. observations, data collection, conversations) to plan and deliver instructional support that advances teachers' level of content knowledge and skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Monitors learning during professional interactions 	<ul style="list-style-type: none"> • Advances teachers' content knowledge and skills 	<ul style="list-style-type: none"> • Monitors professional learning against 	<ul style="list-style-type: none"> • Anticipates teachers' misconceptions and

Boulder Valley School District Effective Instructional Specialists Standards

<ul style="list-style-type: none"> ❖ Uses varied feedback to guide adjustments to instruction and professional learning opportunities • Has explicit teacher outcomes in mind for each interaction and professional learning opportunity 	<ul style="list-style-type: none"> • Aligns instruction with teacher standards 	<p>teacher performance and makes real-time adjustments</p> <ul style="list-style-type: none"> • Encourages teachers to take risks based on student assessment data • Supports teachers in achieving desired outcomes for each interaction 	<p>plans interactions accordingly</p> <ul style="list-style-type: none"> • Allows for a lesson structure with different pathways to learning outcomes according to teachers' needs • Uses gradual release of responsibility to: <ul style="list-style-type: none"> ○ Increase depth of pedagogy ○ Increase use of high level strategies
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Effective Practices	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element c: Instructional Specialists demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of teachers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Creates professional learning objectives that are accessible to teachers ❖ Incorporates evidence-based strategies into professional learning opportunities 	<ul style="list-style-type: none"> • Discusses professional learning objectives with teachers • Employs a variety of instructional strategies 	<ul style="list-style-type: none"> • Effectively communicates professional learning objectives to teachers • Incorporates instructional and questioning techniques that engage teachers in discussions to facilitate ongoing professional learning • Sets the expectation that teachers will reflect on and communicate about their learning • Effectively uses appropriate and varied instructional strategies 	<p>Creates collaborative relationships in which teachers:</p> <ul style="list-style-type: none"> • Describe their level of mastery in relation to learning objectives • Apply skills and knowledge learned • Engage colleagues in discussions that fosters ongoing professional learning <p>Works within a teacher's Zone of Proximal Development</p> <p>Gradually releases responsibility to enable teachers to meet their</p>

Boulder Valley School District Effective Instructional Specialists Standards

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Technology	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element d: Instructional Specialists thoughtfully integrate and utilize appropriate, available technology in their instruction to maximize teacher learning		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses available technology to facilitate professional learning and provide feedback 	<ul style="list-style-type: none"> • Employs strategies and procedures to ensure that all teachers have equal and appropriate access to available technology to support instruction 	<ul style="list-style-type: none"> • Researches effectiveness of instructional technology approaches and activities <p>Uses available technology to:</p> <ul style="list-style-type: none"> • Develop teachers' knowledge and skills • Provide engaging, creative, and motivating learning experiences • Provide interactive feedback to teachers 	<ul style="list-style-type: none"> • Implements and adapts available technology to meet the needs of all teachers <p>Creates an environment where teachers use available technology to:</p> <ul style="list-style-type: none"> • Accelerate their learning • Apply team building and networking skills • Deepen critical thinking skills • Communicate effectively

Critical Thinking	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element e: Instructional Specialists establish and communicate high expectations for all teachers and plan instruction that guides teachers to develop critical-thinking and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Sets high expectations for teachers ❖ Plans opportunities for teachers to employ critical thinking and problem-solving skills 	<ul style="list-style-type: none"> • Sets expectations at a level that challenges teachers • Incorporates higher-order thinking, critical thinking and/or problem-solving skills into collaborative interactions 	<ul style="list-style-type: none"> • Encourages all teachers to meet high expectations • Explicitly plans for and provides opportunities for higher-order thinking and problem-solving skills 	<p>Creates an environment where teachers:</p> <ul style="list-style-type: none"> • Monitor their progress toward achieving high expectations • Apply higher-order thinking and problem-solving skills to address challenging issues

Boulder Valley School District Effective Instructional Specialists Standards

Teacher Collaboration	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element f: Instructional Specialists provide teachers with opportunities to develop collaboration skills and leadership qualities		
Essentials	Partially Effective	Effective	Highly Effective
❖ Includes all teachers in individual and group activities	<ul style="list-style-type: none"> Provides opportunities for teachers to work individually and in groups, using various roles and modes of communication 	<ul style="list-style-type: none"> Varies group size, composition, and tasks to create opportunities for teachers to interact and learn from each other Supports teachers' collaborative efforts in group work 	<p>Creates an environment where teachers:</p> <ul style="list-style-type: none"> Work respectfully, collaboratively, and effectively to deepen professional knowledge Utilize processes and protocols to build trust and promote effective interactions among group members

Communication Skills	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element g: Instructional Specialists demonstrate effective communication skills, including but not limited to, listening and questioning skills to facilitate productive conversations		
Essentials	Partially Effective	Effective	Highly Effective
❖ Communicates effectively with teachers by listening empathetically, presenting ideas, giving directions and leading discussions	<ul style="list-style-type: none"> Uses communication strategies that align with the goals of interaction Sets expectations and employs strategies that facilitate effective teacher communication 	<ul style="list-style-type: none"> Structures conversations to ensure they align with goals of interaction Uses a variety probing, pausing, questioning and/or paraphrasing strategies to gain information Listens with empathy and offers strategies Provides opportunities for teachers to practice communication skills 	<ul style="list-style-type: none"> Collects and uses data to plan for and structure coaching conversations to ensure they align with teacher's goals of interaction Balances the use of probing, pausing, questioning and paraphrasing to gain information Assume positive intent Provides and uses protocols and frameworks to structure communication

Boulder Valley School District Effective Instructional Specialists Standards

Feedback	Standard III: Instructional Specialists plan and deliver effective instruction and create an environment that facilitates learning for teachers		
	Element h: Instructional Specialists use appropriate methods to provide feedback and opportunities for ongoing teacher reflection		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Provides adequate feedback of progress to teachers ❖ Involves teachers in reflecting on their learning 	<ul style="list-style-type: none"> • Provides individualized feedback to teachers • Encourages teachers to use feedback to advance their teaching practice 	<ul style="list-style-type: none"> • Provides frequent, timely, specific and individualized feedback • Guides teachers in the use of feedback and reflection in their learning and teaching practice • Utilizes a strength-based model for feedback 	<p>Leverages trusting relationships to influence teachers in:</p> <ul style="list-style-type: none"> • Applying feedback to improve performance and accelerate their learning • Reflecting on their practice and adjust instruction to improve student outcomes

Contributing to a Reflective Culture	Standard IV: Instructional Specialists reflect on their practice		
	Element a: Instructional Specialists contribute to a district culture that encourages continual improvement through research, innovation, prudent risk-taking, a growth mindset, and a reflective analysis of practices		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses data to support student learning and to inform practice ❖ Makes general suggestions about how personal practice could be developed or improved 	<ul style="list-style-type: none"> • Advises teachers to analyze student data to target areas for reflection on practices • Communicates availability and routinely meets with educators • Identifies best practices and next steps for teacher improvement 	<p>When working with educators:</p> <ul style="list-style-type: none"> • Facilitates analysis of student data to target areas for reflection on practices • Creates a safe environment for reflecting on effectiveness, learning from experience, growing as professionals, and sharing best practices • Applies knowledge of current research-based best practices to facilitate teacher reflection that 	<ul style="list-style-type: none"> • Assesses existing, new teacher, and school level initiatives to thoughtfully consider whether or not they support vision, align with instructional beliefs and are likely to impact outcomes • Develops plans based on vertical alignment and understanding of multiple perspectives from across the district

Boulder Valley School District Effective Instructional Specialists Standards

		<p>improves student outcomes</p> <ul style="list-style-type: none"> Models self-reflection, objectively considers effectiveness, acknowledges areas of strength and personal areas for growth 	
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Professional Development	Standard IV: Instructional Specialists reflect on their practice		
	Element b: Instructional Specialists link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Uses formal and/or informal performance feedback from supervisor and/or colleagues to improve practice ❖ Completes required professional development ❖ Understands which professional development activities will align with student, school and personal goal areas 	<ul style="list-style-type: none"> Seeks high quality professional development opportunities to meet professional goals Learns new skills to improve professional practice Applies knowledge and skills learned through professional development to instructional decisions 	<p>Engages in professional development activities based on:</p> <ul style="list-style-type: none"> Likelihood of having a positive impact on student learning Alignment with content standards, school and district initiatives and departmental goals Current research Student needs 	<ul style="list-style-type: none"> Shares learnings with colleagues formally in a variety of settings (ie. inter-departmental meetings, classroom labs, PLCs, conferences, state level meetings) Applies and implements new learnings, and evaluates their impact on student achievement

Educational Leadership	School Leadership Standard V: Instructional Specialists demonstrate leadership		
	Element a: Instructional Specialists demonstrate leadership in the district through an awareness of global, federal, state and local educational issues and initiatives		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Recognizes opportunities to develop leadership skills ❖ Works collaboratively for the benefit of students ❖ Recognizes school 	<ul style="list-style-type: none"> Contributes to implementation of district initiatives Demonstrates knowledge of educational issues and their impact on school and district initiatives Acknowledges role as a 	<ul style="list-style-type: none"> Actively and consistently contributes to the development and implementation of district initiatives Shares knowledge of educational issues and their 	<p>Initiates and leads collaborative activities to:</p> <ul style="list-style-type: none"> Identify areas in need of systemic alignment between classroom, school and district level initiatives

Boulder Valley School District Effective Instructional Specialists Standards

and district goals and initiatives	district leader	impact on school and district initiatives <ul style="list-style-type: none"> • Supports continuity between district, school and teacher goals as a district leader 	
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Professional Leadership	Professional Leadership Standard V: Instructional Specialists demonstrate leadership		
	Element b: Instructional Specialists contribute knowledge and skills to educational practices and the teaching profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ❖ Shares expertise with colleagues ❖ Supports collaborative efforts 	Collaborates with colleagues to: <ul style="list-style-type: none"> • Support student growth and development • Contribute to school and district goals • Enhance opportunities for professional growth • Provide input into the management of the department • Maintain positive, productive and respectful relationships with colleagues 	<ul style="list-style-type: none"> • Designs and leads job-embedded professional development based on content standards, district initiatives and teacher needs • Develops trusting relationships with colleagues characterized by mutual respect • Demonstrates commitment to work with a variety of teachers who require a range of supports • Participates in district-wide decision-making processes that impacts the school or identified group 	<ul style="list-style-type: none"> • Cultivates teacher leaders throughout the district to build and broaden leadership capacity • Demonstrates commitment to the field through: <ul style="list-style-type: none"> • writing professional articles for internal or external distribution • presenting research and practices at state, regional or national conferences • Assumes leadership roles outside the district to advocate and represent the best interests of all learners

Boulder Valley School District Effective Instructional Specialists Standards

Ethics	Ethics Standard V: Instructional Specialists demonstrate leadership		
	Element c: Instructional Specialists demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
<p>Maintains confidentiality of student records as required by law</p> <ul style="list-style-type: none"> ❖ Understands the need to hold high standards for himself/herself and others ❖ Adheres to standards of professional practice 	<ul style="list-style-type: none"> • Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> • Maintains confidentiality with all stakeholders regarding interactions and data • Advocates for culturally responsive classrooms • Demonstrates an ethical obligation to work with a variety of teachers who require a range of supports • Supports teachers to identify and act upon disproportionate achievement patterns 	<p>Advocates for culturally responsive district systems that:</p> <ul style="list-style-type: none"> • recognize and promote talent across teacher groups • include closing the achievement gap as an ethical obligation to excellence and equity in education • build knowledge around inclusive practices