

In addition to the Arkansas Teaching Standards, Instructional Facilitators in grades K-12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Instructional Strategist</p> <p>NPBEA/ELCC: 1.3, 2.1, 2.2</p>	<p>1.1 Knowledge of theoretical foundation of an instructional facilitator with clearly defined roles and when to employ each in day-to-day work</p> <ul style="list-style-type: none"> • Able to identify multiple roles • Able to identify knowledge and skills in each role <p>1.2 Knowledge of adult learning theories and fundamental needs of the adult learner</p> <p>1.3 Ability to use effective questioning skills to uncover confusions or unknown strategies</p> <p>1.4 Ability to use a framework for identifying what skills and strategies may be needed to enhance learning (assumption: able to recognize if related to content, classroom management, instruction or assessment for learning)</p> <p>1.5 Ability to access, create, or design quality professional learning for staff that is aligned with school improvement goal to improve student achievement</p> <p>1.6 Ability to design/create effective demonstration lessons utilizing high-yield instructional strategies based on need to reach all students</p> <p>1.7 Ability to support teachers in developing appropriate classroom-based interventions to improve student learning</p> <p>1.8 Ability to align and ensure implementation of adopted curriculum.</p> <p>1.9 Ability to provide effective feedback</p> <p>1.10 Ability to document teachers' progress</p>
<p>2. Reading - Literature (defined as stories, drama and poetry)</p> <p>CCSS-ELA: RL.7-12.1-10 NCTE: I.1; I.2</p>	<p>2.1 Ability to serve as a catalyst for instructional improvement by</p> <ul style="list-style-type: none"> • Using critical inquiry process to initiate change • Using Gap Analysis framework to engage teachers in assessing current status and examine gaps between where they are and where they want to be • Understanding the impact of environment and culture on change <p>2.2 Knowledge and ability to use strategies to build support for alternative approaches to teaching for learning</p> <p>2.3 Ability to use adult learning theories in order to meet the needs of school staff at various stages in their careers</p> <p>2.4 Ability to work with teachers and other school leaders to identify and select effective standards-based instructional material for meeting instructional needs based on data</p> <p>2.5 Ability to work with others to collect, analyze, and interpret data from multiple sources through formative and summative assessments to identify targets areas and root causes</p> <p>2.6 Ability to engage teachers in data analysis and interpretation to determine student and teacher needs</p> <p>2.7 Ability to interpret diagnostic tools used to differentiate</p>

NPBEA/ELCC=2011 National Policy Board for Educational Administration/Education Leadership Constituent Council-Building Level

IFA(1031) = Instructional Facilitator Assessment(ETS- School Leadership Series)

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	<p>instruction and adapt to individual needs.</p> <p>2.8 Ability to monitor a school-wide program/plan for implementation and effectiveness</p>
<p>3. Skillful Collaborator/Negotiator</p> <p>NPBEA/ELCC: 2.1, 2.3, 4.1</p>	<p>3.1 Ability to use strategies for dealing with resistance to instructional facilitator’s role</p> <p>3.2 Ability to plan/facilitate effective team meetings by</p> <ul style="list-style-type: none"> • Developing norms • Using agenda format • Using action plan template • Developing evaluations of plan/meeting <p>3.3 Ability to use data to develop professional learning communities aligned with school improvement goals</p> <p>3.4 Ability to sustain teacher collaboration throughout the school year to support teaching and learning</p> <p>3.5 Ability to coordinate work among learning teams to assist members in accomplishing productivity</p> <p>3.6 Ability to differentiate professional learning in response to individual or team needs and concerns</p> <p>3.7 Ability to support and develop teachers to serve as skillful facilitators in professional learning communities</p>
<p>4. Skillful Education Leader</p> <p>NPBEA/ELCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 4.2, 4.3, 5.1, 5.2, 5.3</p>	<p>4.1 Ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders by</p> <ul style="list-style-type: none"> • Creating and implementing plans to achieve goals • Promoting continuous and sustainable improvement <p>4.2 Ability to promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth by</p> <ul style="list-style-type: none"> • Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations • Creating a personalized and motivating learning environment for students • Developing instructional and leadership capacities of staff • Promoting the use of the most effective and appropriate technologies to support teaching and learning <p>4.3 Ability to promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources by</p> <ul style="list-style-type: none"> • Collecting and analyzing data and information pertinent to the education environment • Promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources

	<p>4.4 Ability to promote the success of every student by acting with integrity, fairness, and in an ethical manner by</p> <ul style="list-style-type: none">• Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior• Safeguarding the values of democracy, equity, and diversity
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