

Meridian Community Unit School District No. 223
Evaluation Rubric: Teacher on Special Assignment - AI Specialist

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of AI Technology, Large Language Models (LLMs), and Pedagogical Trends

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist demonstrates little or no proficiency in artificial intelligence platforms, LLMs, or workflow automation tools. Fails to connect technological tools with research-based instructional practices.	Specialist demonstrates general familiarity with AI platforms and LLMs but struggles to translate this knowledge into viable classroom or administrative practices. Inconsistently applies research-based strategies.	Specialist demonstrates thorough proficiency in AI platforms, LLMs, and workflow automation tools. Effectively connects technical resources to research-based instructional practices to support student and staff growth.	Specialist's knowledge of AI platforms, LLMs, and systems automation is wide and deep. The specialist is regarded as an expert by colleagues, continually connecting emerging technology trends to advanced, research-based pedagogy across all grade bands.

1b: Aligning AI Technologies with K-12 Curricula and Developing District Resources

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist makes no effort to align AI technologies with K-12 curricula. No progress is made on developing or maintaining a District Artificial Intelligence Guide. Fails to advise on software purchases.	Specialist makes inconsistent attempts to align AI tools with current curricula. The District Artificial Intelligence Guide is rudimentary, incomplete, or rarely updated. Software purchase recommendations lack data support.	Specialist successfully aligns AI technologies with K-12 curricula. Develops and systematically maintains a comprehensive District Artificial Intelligence Guide. Effectively advises on the purchase and utilization of AI software and resources.	Specialist coordinates curriculum alignment seamlessly across multiple disciplines. The District AI Guide is a highly dynamic, comprehensive resource updated with cutting-edge developments. Purchases are proactively optimized using data to maximize student and teacher growth.

Domain 2: The Learning and Operational Environment

2a: Analyzing Operational Procedures and Establishing a Culture of Inefficiency Reduction

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist fails to analyze district or classroom operational procedures. Displays no intent or ability to identify inefficiencies that can be solved through automation, leaving administrative burdens unchanged.	Specialist identifies isolated operational inefficiencies but struggles to build or implement viable automated workflows. Administrative relief for teachers is minimal or uneven.	Specialist consistently analyzes district and classroom operational procedures to locate inefficiencies. Identifies, builds, and implements automated tools and AI-driven workflows that remove administrative burdens for teachers.	Specialist systematically maps operational procedures district-wide. Proactively collaborates with staff to build highly effective, scalable automated systems that maximize instructional time by eliminating administrative burdens.

2b: Establishing Clear Procedures for AI Technical and Pedagogical Support

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	No clear procedures exist for teachers to access AI coaching or tool integration support. Specialist is unresponsive to teacher schedules or needs and fails to share relevant contact or program details.	Some procedures for gaining AI support are established, but they are unclear or inconsistently communicated. Specialist primarily waits for teachers to run into problems before offering technical guidance.	Specialist establishes and communicates clear procedures for teachers to gain access to AI coaching, training, and ongoing technical/pedagogical support. Response paths and resources are accessible and well-organized.	Procedures for access to AI support are clear to all stakeholders and developed in consultation with administration. Specialist takes the initiative to dynamically adjust support structures based on feedback and master schedules.

2c: Creating an Environment of Trust, Respect, and Professional Confidentiality

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Teachers resist the AI initiatives established by the Specialist and are reluctant to request technical or pedagogical assistance, fearing it will be viewed as a deficiency. Specialist fails to protect the information gained during professional duties. Relationships with instructional staff and administration are negative or uncooperative.	Relationships between the teachers and the Specialist are cordial, but few contacts are initiated voluntarily by staff. Specialist inconsistently safeguards student or teacher privacy, requiring prompting to align with Board policies. Efforts to maintain mutually supportive relationships across buildings show uneven success.	Relationships between the teachers and the Specialist are respectful and trusting. Teachers openly adopt and implement established AI initiatives and occasionally initiate contact for support. Complete discretion and confidentiality are strictly maintained in accordance with the law and Board policies. Specialist consistently maintains positive, cooperative, and mutually supportive relationships with administration and instructional staff.	Relationships are highly respectful and trusting, with teachers frequently initiating requests to collaborate with the Specialist to evaluate new AI workflows. Confidentiality and complete discretion are maintained at the highest level and relied upon by all stakeholders. Specialist models a safe environment for professional inquiry where teachers feel empowered to take instructional "risks" without fear of failure.

Domain 3: Delivery of Service and Instruction

3a: Supporting Instructional Excellence and Teacher Inquiry (Prompt Engineering)

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist fails to support teachers in integrating AI into lessons. Does not assist teachers in developing effective questions or prompts to deepen student learning through AI interaction.	Specialist's support for teachers is generic or tech-centric rather than pedagogical. Provides limited guidance on how teachers can structure AI interactions or questions to challenge students cognitively.	Specialist actively guides, trains, and coaches teachers to expand their proficiency in AI tools. Successfully supports teachers in asking effective and appropriate questions to deepen student learning through AI interaction.	Specialist fosters a deep culture of professional inquiry. Pairs high-level AI proficiency with structured debriefs, enabling teachers to independently design rigorous, interactive AI prompts that elevate critical student thinking.

3b: Collaborating with Teachers to Design and Align Coherent, AI-Enhanced Instruction

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist is consistently unavailable or declines to collaborate with classroom teachers in the design and planning of instructional lessons and units. Fails to align AI technologies with K-12 curricula or coordinate knowledge of content, students, and resources. Specialist reviews teacher plans but provides no feedback, and does not attend team planning or curriculum unpacking sessions.	Specialist collaborates with classroom teachers in the design and planning of instructional lessons and units only when specifically requested to do so. Demonstrates partial alignment between AI tools and core instructional outcomes, with minimal consideration for student developmental stages. Written or verbal feedback is sporadic, generic, or lacks practical application paths.	Specialist regularly initiates collaboration with classroom teachers to design and plan coherent instruction. Effectively coordinates knowledge of content, students, and resources to support the District's efforts to align AI technologies with K-12 curricula. Facilitates building or team-level meetings to unpack curricular modules and seamlessly embed AI tools into the lesson structure.	Specialist systematically initiates high-level collaboration with teachers, utilizing an extensive variety of resources while gradually releasing the responsibility of effective, AI-enhanced planning to the classroom teachers. Coordinates deeply coherent instruction that connects AI interactions across disciplines and differentiates tools for individual student needs. Leads curriculum committees to build model, district-wide AI lesson templates.

3c: Engaging Students in Ethical AI Utilization and Societal/Moral Analysis

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist does not instruct students on AI use. Fails to address the ethical use, moral implications, or societal impacts of artificial intelligence during student interactions.	Specialist teaches students how to use AI tools technically but addresses ethics and moral implications only superficially or purely through compliance rules.	Specialist successfully teaches students how to effectively and ethically use AI to enhance learning. Engages students in critical learning regarding the societal impacts and moral implications of artificial intelligence.	Specialist designs transformative learning experiences where students take ownership of ethical evaluation. Students drive complex discussions regarding the philosophical, moral, and economic impacts of AI on society.

Domain 4: Professional Responsibilities

4a: Reflecting on Practice and Disseminating Current AI Developments

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist does not accurately reflect on the efficacy of implemented workflows or training.	Specialist's reflection on practice is generalized or lacks evidence.	Specialist provides accurate, evidence-based reflections on coaching and workflows.	Reflection is highly perceptive and used to iterate district systems. Consistently anticipates technological shifts by reading professional literature and actively disseminates high-impact AI insights that shape district practices.

4b: Maintaining Privacy, Data Standards, and Legal/Confidentiality Compliance

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
Descriptors	Specialist fails to protect the confidentiality of records and information gained during professional duties. Violates board policies, data privacy acts, or legal regulations regarding sensitive software integrations.	Specialist makes reasonable attempts to protect student and staff data records but demonstrates inconsistent knowledge of board policies, the Illinois School Code, or technical data privacy mandates.	Specialist securely handles all data collection and system analytics. Strictly protects the confidentiality of records and information in full accordance with the law, Illinois School Code, and Board policies.	Specialist models and coordinates the highest standards of data security and confidentiality district-wide. Proactively audits AI software integrations to ensure total privacy compliance and coaches others on safe digital practices.

4c: Collaborating with Administration on AI Program Status and Implementation

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent / Distinguished
Descriptors	Specialist declines or fails to meet with administration to review the status of technological integrations. Provides little or no information regarding the implementation of the AI Guide. Refuses to participate cooperatively with the Superintendent regarding evaluations or short-term goals.	Specialist makes reasonable attempts to meet with administration but communication provides limited data on AI program status. Progress on district-wide automation is unevenly tracked, and reporting to the Superintendent takes place only after frequent prompting.	Specialist seeks regular opportunities to meet with the Superintendent and building administrators. Shares specific updates, tracks SMART goal progress, and delivers clear recommendations regarding the purchase, utilization, and implementation of AI software across the district.	Specialist frequently collaborates with the leadership team, providing long-range, data-driven action plans to ensure successful program implementation. Serves as a key strategic partner to the Superintendent, aligning all AI workflows directly with the district's overarching mission, vision, core values, and school/department improvement plans.

4d: Participating in a Professional Learning Community

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent / Distinguished
Descriptors	Specialist avoids participating in professional learning communities, district/building initiatives, or team-level committees. Relationships with instructional staff and colleagues are negative, combative, or self-serving.	Specialist participates in professional learning communities, school events, and building/team-level committees only when specifically requested or invited]. Relationships with colleagues are cordial but passive.	Specialist actively engages in district, building, and team-level committees and professional learning communities]. Maintains positive, collaborative, and productive relationships with colleagues and instructional staff to advance district initiatives.	Specialist takes a leadership role in promoting and expanding the professional learning community across the district. Drives collaborative professional inquiry regarding AI integration, assumes a leading role in committees, and uses professional influence to foster a high-performing learning culture.

4e: Growing and Developing Professionally

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent / Distinguished
Descriptors	Specialist does not participate in professional development activities, even when clearly needed to enhance AI or pedagogical skills. Resists feedback from supervisors, and fails to complete required professional learning to keep licensure current.	Specialist's participation in professional development is limited to activities that are required or convenient. Accepts feedback from colleagues and supervisors with reluctance, and makes minimal effort to share updated AI knowledge with district staff.	Specialist seeks out professional development based on self-assessment of need and completes all required learning to keep licensure current. Welcomes feedback, and regularly summarizes, interprets, and disseminates current AI developments through professional journals and organizations.	Specialist actively pursues advanced professional development and action research to continually build expertise. Takes a leadership role in professional organizations and creates structured opportunities to share cutting-edge AI breakthroughs and pedagogical insights with the wider professional community.

4f: Showing Professionalism

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent / Distinguished
Descriptors	Specialist displays a low sense of ethics, honesty, or professional behavior. Willfully rejects or fails to comply with school/district regulations, timelines, contractual obligations, and the law (including the Illinois School Code). Does not serve as a positive role model.	Specialist is honest and well-intentioned, but compliance with district regulations and timelines is minimal or inconsistent. Requires frequent prompting to adhere to contractual obligations and legal codes. Role-modeling, grooming, and/or professional presence are unpredictable.	Specialist displays high standards of honesty, integrity, and ethical conduct. Fully complies with district regulations, contractual obligations, and regulations including the Illinois School Code and State Board of Education rules. Serves as a role model by dressing professionally and demonstrating pride in the teaching profession.	Specialist models the highest standards of integrity, ethical behavior, and confidentiality, serving as a district leader in professional conduct. Highly proactive in serving teachers and students, takes a leadership role in administrative decision-making, and ensures peer compliance with school codes and regulations.