Instructional Support Member Evaluation Form (Licensed Non-Classroom Personnel)

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Learning Goals Aligned with Teachers and School

1. Providing Clear Learning Goals and Scales (Rubrics)
The instructional support member provides clearly stated learning goals based on area of responsibility and aligns with teacher and school goals.

Instructional Support Member Evidence
❐ Instructional support member established a defined work plan aligned with teachers and school instructional goals
❐ Instructional support member communicates work plan to students, teachers, and administrators
❐ Instructional support member monitors progress of learning goals throughout the school year
❐ Instructional support member makes references to the learning goals throughout the year

Student/Adult Evidence
❐ When asked, students, teachers, and administrators can explain the instructional support member goals and relate them to the learning goals
❐ When asked, students, teachers, and administrators can explain how instructional support member activities relate to the learning goals
❐ When asked, students, teachers, and administrators can explain the meaning of the levels of performance related to learning goals

Scale Levels: *(choose one)*
☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides clearly stated learning goals accompanied by a scale that describes levels of performance and monitors understanding and levels of performance of the learning goal.	Provides clearly stated learning goals accompanied by a scale that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address unique student needs and situations?	In addition to providing clearly stated learning goals accompanied by a scale or rubric that describes levels of performance, how can you monitor students', teachers', and administrators' understanding of the learning goal and the levels of performance?	How can you provide clearly stated learning goals accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into daily areas of Instructional responsibility?

2. Tracking Student Progress

The instructional support member facilitates tracking of student progress on student learning goals.

Instructional Support Member Evidence

❑ Instructional support member regularly tracks progress of student learning goals

❑ Instructional support member is responsive to teachers in tracking progress of student learning goals

❑ Instructional support member actively consults with teachers to find an optimal approach to ensure student progress

❑ Instructional support member ensures that students have full access to school offerings and services

❑Instructional support member keeps updated records (ie. data wall, data notebook, etc.) that validates tracking progress of student learning goals

Student/Adult Evidence

❑ When asked, students, teachers, and administrators can describe their individual or collective status relative to the learning goals

❑ Students, teachers, and administrators systematically update their status on learning goals

Scale Levels: *(choose one)*
    ❑ Innovating   ❑ Applying   ❑ Developing   ❑ Beginning   ❑ Not Using   ❑ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress and monitors the extent to which students, teachers and administrators understand the level of performance.	Facilitates tracking of student progress.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress that address unique student needs and situations?	In addition to facilitating tracking of student progress, how can you monitor the extent to which students, teachers, and administrators understand the level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Celebrating Success

The instructional support member provides students with recognition of their current status and their learning goal.

Instructional Support Member Evidence

❐ Instructional support member acknowledges and celebrates students who have made gains or achieved the learning goals

❐ Instructional support member uses a variety of methods to celebrate students', teachers', or school success

❐ Instructional support member acknowledges and celebrates the final status and progress of students, entire grade levels or sub-groups, or school

❐ Instructional support member acknowledges and celebrates teachers successfully supporting student learning goals

Student/Adult Evidence

❐ Students or teachers show signs of pride regarding their accomplishments in a class or school goal

❐ When asked, students say they want to continue to make progress in class and school goals

❐ When asked, teachers say they want to continue to set class goals or individual goals with their students

Scale Levels: *(choose one)*
    ❐ Innovating   ❐ Applying   ❐ Developing   ❐ Beginning   ❐ Not Using   ❐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student or teacher needs and situations.	Provides students or teachers with recognition of their current status and their achievement gains relative to the learning goals and monitors the extent to which students are motivated to enhance their status.	Provides students or teachers with recognition of their current status and their achievement gains relative to the learning goals.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students or teachers as you adapt and create new strategies?	How might you adapt and create new strategies to provide students or teachers with recognition of their current status and their achievement gains relative to the learning goals that address unique student needs and situations?	In addition to providing students or teachers with recognition of their current status and their achievement gains relative to the learning goals, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students or teachers with recognition of their current status and their achievement gains relative to the learning goals?	How can you begin to incorporate some aspects of this strategy into your program-of-work?

Student Interviews

Student Questions:
- What learning goals are you and the instructional support member focused on this year?
- How well are you doing on that learning goal?
- Describe the different levels you can attain on the learning goal(s).

4. Providing Opportunities for Students to Talk about Themselves

The instructional support member provides students or teachers with opportunities to relate what is being addressed in class, school, or PLCs in the case of adult learning to their personal interests.

Instructional Support Member Evidence
❐ Instructional support member is aware of student or teacher interests and makes connections between these interests and class content and educational goals
❐ Instructional support member structures activities and discussions that ask students or teachers to make connections between schooling and their personal interests
❐ When students or teachers are explaining how content relates to their personal interests, the instructional support member appears encouraging and interested

Student/Adult Evidence
❐ Students or teachers engage in activities that require them to make connections between their personal interests and subject content
❐ When asked, students or teachers explain how making connections between subject content and their personal interests engages them and helps them better understand the content

Scale Levels: *(choose one)*
  ❐ Innovating   ❐ Applying   ❐ Developing   ❐ Beginning   ❐ Not Using   ❐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student or teacher needs and situations.	Provides students or teachers with opportunities to relate what is being addressed in classes to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students or teachers with opportunities to relate what is being addressed in classes to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students or teachers as you adapt and create new strategies?	How might you adapt and create new techniques for providing students or teachers with opportunities to relate what is being addressed in classes to their	In addition to providing students or teachers with opportunities to relate what is being addressed in classes to their personal interests, how	How can you provide students or teachers with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

		personal interests that address unique student needs and situations?	can you monitor the extent to which these activities enhance student engagement?		

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5. Demonstrating "Withitness"

The instructional support member uses behaviors associated with "withitness" to maintain adherence to rules, procedures, and school culture.

Instructional Support Member Evidence
❐ Instructional support member is accessible to students, teachers, and parents
❐ Instructional support member establishes healthy professional relationships with teachers, administrators, and parents
❐ Instructional support member recognizes potential sources of disruption to classrooms and the entire school and deals with them immediately
❐ Instructional support member proactively addresses inflammatory situations

Student/Adult Evidence
❐ Students recognize that the instructional support member is aware of their behavior as well as the climate of the school
❐ When asked, students, parents, or teachers describe the instructional support member as "aware of what is going on" or students describe the instructional support member as one who "has eyes on the back of his/her head"

Scale Levels: *(choose one)*
  ☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on student behavior and school climate.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "Withitness"	What are you learning about your students, parents, or teachers as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique student, parents or teachers needs and classroom or school situations?	In addition to, using behaviors associated with "withitness," how can you monitor the effect on students' behavior and school climate?	How can you use behaviors associated with "withitness"?	How can you begin to incorporate this strategy into your instruction?

6. Acknowledging Adherence to Rules and Procedures

The instructional support member consistently and fairly acknowledges adherence to rules and procedures.

Instructional Support Member Evidence

☐ Instructional support member provides nonverbal signals that a rule or procedure has been followed:
- Smile
- Nod of head
- High Five

☐ Instructional support member gives verbal cues that a rule or procedure has been followed:
- Thanks students or staff members for following a rule or procedure
- Describes student behaviors or staff behaviors that adhere to rule or procedure

☐ Instructional support member notifies the home when a rule or procedure has been followed

☐ Instructional support member uses tangible recognition when a rule or procedure has been followed:
- Certificate of merit
- Token economies

Student/Adult Evidence

☐ Students or staff members appear appreciative of the instructional support member acknowledging their positive behavior

☐ When asked, students or staff members describe instructional support member as appreciative of their good behavior

☐ The number of students or staff members adhering to rules and procedures increases

Scale Levels: *(choose one)*
   ☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student or staff members' needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using

Acknowledging adherence to rules and procedures	What are you learning about your students or staff members as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student or staff members' needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' or staff members' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Student/Adult Interviews

Student/Adult Questions:
- How well did you do at following school rules and procedures during the school day?
- What are some ways that the instructional support member assists teachers and administrators to maintain order?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

7. Understanding Students' Interests and Background

The instructional support member uses students' or teachers'/staff's interests and background to produce a climate of acceptance and community.

Instructional Support Member Evidence
❐ Instructional support member has side discussions with students or teachers/staff about events in their lives
❐ Instructional support member has discussions with students or teachers/staff about topics in which they are interested
❐ Instructional support member builds student interests or teachers/staff into the interactions and learning goals

Student/Adult Evidence
❐ When asked, students or teachers/staff describe the instructional support member as someone who knows them and/or is interested in them
❐ Students or teachers/staff respond when instructional support member demonstrates understanding of their interests and background
❐ When asked, students or teachers/staff say they feel accepted

Scale Levels: *(choose one)*
   ❐ Innovating   ❐ Applying   ❐ Developing   ❐ Beginning   ❐ Not Using   ❐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' or teachers'/staff's interests and background during interactions with students or teachers/staff and monitors the sense of community.	Uses students' or teachers'/staff's interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using

Understanding students' interests and background	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' or teachers'/staff's interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' or teachers'/staff's interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed with the student and throughout the school?	How can you use students' or teachers'/staff's interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

8. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the instructional support member uses verbal and nonverbal behavior that indicates caring for students or teachers/staff .

Instructional Support Member Evidence
❒ Instructional support member compliments students or teachers/staff regarding academic and personal accomplishments
❒ Instructional support member engages in informal conversations with students or teachers/staff that are not related to academics
❒ Instructional support member uses humor with students or teachers/staff when appropriate
❒ Instructional support member smiles, nods, (etc.) at students or teachers/staff when appropriate
❒ Instructional support member puts hand on students' or teachers'/staff's shoulders when appropriate

Student/Adult Evidence
❒ When asked, students or teachers/staff describe instructional support member as someone who cares for them
❒ Students or teachers/staff respond to instructional support member's verbal interactions
❒ Students or teachers/staff respond to instructional support member's nonverbal interactions

Scale Levels: *(choose one)*
　　❒ Innovating　　❒ Applying　　❒ Developing　　❒ Beginning　　❒ Not Using　　❒ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student or teachers/staff needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students or teachers/staff and monitors the quality of relationships during all	Uses verbal and nonverbal behaviors that indicate caring for students or teachers/staff.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

		interaction.			

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students or teachers/staff that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students or teachers/staff, how can you monitor the quality of relationships when interacting with students?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

9. Displaying Objectivity and Control

The instructional support member behaves in an objective and controlled manner.

Instructional Support Member Evidence

❒ Instructional support member does not exhibit extremes in positive or negative emotions

❒ Instructional support member addresses inflammatory issues and events in a calm and controlled manner

❒ Instructional support member interacts with all students or teachers/staff in the same calm and controlled fashion

❒ Instructional support member does not demonstrate personal offense at student misbehavior

Student/Adult Evidence

❒ Students or teachers/staff are settled by the instructional support member's calm demeanor
❒ When asked, the students or teachers/staff describe the instructional support member as in control of himself/herself and in control of all situations
❒ When asked, students or teachers/staff say that the instructional support member does not hold grudges or take things personally

Scale Levels: *(choose one)*
☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student or teachers/staff needs and situations.	Behaves in an objective and controlled manner and monitors the effect of all interaction with students or	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

		teachers/staff and adults.			

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students or teachers/staff as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student or teachers/staff needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on students or teachers/staff and adults?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student/Adult Interviews

Student/Adult Questions:
- How much did you feel accepted and welcomed by the instructional support member today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

10. Demonstrating Value and Respect for Low Expectancy Students

The instructional support member exhibits behaviors that demonstrate value and respect for low expectancy students.

Instructional Support Member Evidence

☐ When asked, the instructional support member can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students

☐ The instructional support member provides low expectancy students with nonverbal indications that they are valued and respected:
- Makes eye contact
- Smiles
- Makes appropriate physical contact

☐ The instructional support member proves low expectancy students with verbal indications that they are valued and respected:
- Playful dialogue
- Addressing students in a manner they view as respectful

☐ Instructional support member does not allow negative comments about low expectancy students

Student/Adult Evidence

☐ When asked, students and adults say that the instructional support member cares for all students

☐ Students treat each other with respect

Scale Levels: *(choose one)*

☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

11. Asking Questions of Low Expectancy Students

The instructional support member spends quality time asking questions of low expectancy students with the same frequency and depth as with high expectancy students.

Instructional Support Member Evidence

☐ Instructional support member makes sure quality time is spent and questions asked of low expectancy students at the same rate as high expectancy students

☐ Instructional support member makes sure low expectancy students are asked complex questions, as well as follow-up quality time, at the same rate as high expectancy students

Student/Adult Evidence

☐ When asked, students and teachers say the instructional support member expects everyone to be engaged and participate

☐ When asked, students say the instructional support member asks difficult questions and challenges every student

Scale Levels: *(choose one)*
    ☐ Innovating   ☐ Applying   ☐ Developing   ☐ Beginning   ☐ Not Using   ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using

Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of and spends quality time with low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation and engagement of low expectancy students.	Asks questions of and spends quality time with low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of, or spending time with, low expectancy students that address unique student needs and situations?	In addition to spending quality time with, and asking questions of, low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation and engagement of low expectancy students?	How can you spend quality time with, and ask questions of, low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

Domain 2: Planning and Preparing

The instructional support member plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

Planning and Preparing for Implementation of Goals and Objectives

12. Effective Goal Setting and Scaffolding of Objectives

Within goals, the instructional support member prepares and plans the organization of content and activities in such a way that each new objective builds on the previous piece.

Planning Evidence
❒ Objectives are organized to build upon previous information and accomplishments
❒ Presentation of goals and objectives is logical and progresses from simple to complex
❒ Where appropriate, presentation of objectives is integrated with other areas of the school
❒ The plan anticipates potential confusions or misunderstandings that students may experience

Instructional Support Member Evidence
❐ When asked, the instructional support member can describe the rationale for how goals and objectives are organized within a plan-of-work
❐ When asked, the instructional support member can describe the rationale for the sequence of objectives within a plan-of-work
❐ When asked, the instructional support member can describe how objectives are related to previous objectives or goals
❐ When asked, the instructional support member can describe possible confusions that may impact objectives or goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Effective goal setting and scaffolding of objectives	The instructional support member is a recognized leader in helping others with activity.	Within instructional activities, the instructional support member organizes objectives and goals in such a way that each new piece of information clearly builds on the previous piece.	The instructional support member scaffolds the objectives, but the relationship between the objectives and goals is not clear.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

13. Lessons within Instructional Activities

The instructional support member's instructional activities progress toward a deep understanding of content.

Planning Evidence
❐ Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
❐ Plans incorporate student or participants choice and initiative
❐ Plans provide for extension of learning

Instructional Support Member Evidence
❐ When asked, the instructional support member can describe how instructional activities progress toward deep understanding and transfer of content
❐ When asked, the instructional support member can describe how students or participants will make choices and take initiative
❐ When asked, the instructional support member can describe how learning will be extended

Scale

	Innovating	Applying	Developing	Beginning	Not Using

Lessons within instructional activities	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member organizes instructional activities so that students or participants move from understanding to applying new knowledge through authentic tasks.	The instructional support member organizes instructional activities so that students or participants move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

14. Attention to Established Content Standards

The instructional support member ensures that content and instructional activities are aligned with established instructional standards identified by the district and the manner in which that content should be sequenced.

Planning Evidence
❒ Plans for instructional activities include important instructional standards identified by the district (scope)
❒ Plans for instructional activities include the appropriate manner in which materials should be taught as identified by the district (sequence)

Instructional Support Member Evidence
❒ When asked, the instructional support member can identify or reference the important content (scope) identified by the district
❒ When asked, the instructional support member can describe the sequence of the content to be taught as identified by the district

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Attention to established content standards	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member ensures that instructional activities include the important standards identified by the district and the manner in which that content should be sequenced.	The instructional support member ensures that instructional activities include the important standards identified by the district but does not address the appropriate sequencing of content.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Planning and Preparing for Use of Resources and Technology

15. Use of Available Traditional Resources

The instructional support member identifies the available traditional resources (materials and human) for instructional activities.

Planning Evidence
❏ The plan outlines resources within the immediate work environment that will be used to enhance students' or participant's understanding of the content
❏ The plan outlines resources within the school that will be used enhance students' or participant's understanding of the content
❏ The plan outlines resources within the community that will be used to enhance students' or participant's understanding of the content

Instructional Support Member Evidence
❏ When asked, the instructional support member can describe the resources within the immediate work environment that will be used to enhance students' or participant's understanding of the content

❒ When asked, the instructional support member can describe resources within the school that will be used to enhance students' or participant's understanding of the content
❒ When asked, the instructional support member can describe resources within the community that will be used to enhance students' or participant's understanding of the content

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of available traditional resources	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies the available traditional resources that can enhance student or participant understanding and the manner in which they will be used.	The instructional support member identifies the available traditional resources that can enhance student or participant understanding but does not identify the manner in which they will be used.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

16. Use of Available Technology

The instructional support member identifies the use of available technology that can enhance students' or participants' understanding of content in an instructional activity.

Planning Evidence
❒ The plan identifies available technology that will be used:
- Interactive whiteboards
- Response systems
- Voting technologies
- One-to-one computers
- Social networking sites
- Blogs
- Wikis
- Discussion Boards

❐ The plan identifies how the technology will be used to enhance student or participant learning

Instructional Support Member Evidence
❐ When asked, the instructional support member can describe the technology that will be used
❐ When asked, the instructional support member can articulate how the technology will be used to enhance student or participant learning

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of available technology	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies the available technologies that can enhance student or participant understanding and the manner in which they will be used.	The instructional support member identifies the available technologies that can enhance student or participant understanding but does not identify the manner in which they will be used.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Planning and Preparing for the Needs of English Language Learners

17. Needs of English Language Learners
The instructional support member provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within an instructional activity.
Planning Evidence ❒ The plan identifies the accommodations that must be made for individual ELL students or groups within an instructional activity ❒ The plan identifies the adaptations that must be made for individual ELL students or groups within an instructional activity
Instructional Support Member Evidence ❒ When asked, the instructional support member can describe the accommodations that must be made for individual ELL students or groups of students within an instructional activity ❒ When asked, the instructional support member can describe the adaptations that must be made for individual ELL students or groups of students within an instructional activity

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of English Language Learners	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies the needs of English Language Learners and the adaptations that will be made to meet these needs.	The instructional support member identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Planning and Preparing for Needs of Students Receiving Special Education

18. Needs of Students Receiving Special Education
The instructional support member identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.

Planning Evidence
❏ The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for an instructional activity
❏ The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for an instructional activity

Instructional Support Member Evidence
❏ When asked, the instructional support member can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for an instructional activity
❏ When asked, the instructional support member can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for an instructional activity

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of students receiving Special Education	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs.	The instructional support member identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Planning and Preparing for Needs of Students Who Lack Support for Schooling

19. Needs of Students Who Lack Support for Schooling
The instructional support member identifies the needs of students who come from home environments that offer little support for schooling.

Planning Evidence
❒ The plan provides for the needs of students who come from home environments that offer little support for schooling
❒ When engaging students, the instructional support member takes into consideration the students' family resources
❒ When communicating with the home, the instructional support member takes into consideration family and language resources

Instructional Support Member Evidence
❒ When asked, the instructional support member can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
❒ When asked, the instructional support member can articulate the ways in which the students' family resources will be addressed when working with students
❒ When asked, the instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of students who lack support for schooling	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs.	The instructional support member identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Domain 3: Reflecting on Teaching

Evaluating Personal Performance

20. Identifying Areas of Pedagogical Strength and Weakness

The instructional support member identifies specific strategies and behaviors on which to improve from Domain 1.

Instructional Support Member Evidence
❒ The instructional support member identifies specific areas of strengths and weaknesses within Domain 1
❒ The instructional support member keeps track of specifically identified focus areas for improvement within Domain 1
❒ The instructional support member identifies and keeps track of specific areas identified based on individual interest within Domain 1
❒ When asked, the instructional support member can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying areas of pedagogical strength and weakness	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member identifies specific strategies and behaviors on which to improve from routine instructional segments, to segments that are enacted on the spot.	The instructional support member identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

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21. Evaluating the Effectiveness of Instruction

The instructional support member determines how effective an instructional activity was in terms of enhancing student achievement and identifies causes of success or difficulty.

Instructional Support Member Evidence
❐ The instructional support member gathers and keeps records of his or her evaluations of individual instructional activities
❐ When asked, the instructional support member can explain the strengths and weaknesses of specific instructional activities
❐ When asked, the instructional support member can explain the alignment of the assessment tasks and the learning goals
❐ When asked, the instructional support member can explain how the assessment tasks help track student or teacher progress toward the learning goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the effectiveness of instruction	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member determines how effective an instructional activity was in terms of enhancing student achievement or teacher achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions.	The instructional support member determines how effective an instructional activity was in terms of enhancing student achievement or teacher achievement but does not accurately identify causes of success or difficulty.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

22. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Instructional Support Member Evidence
❐ The instructional support member gathers and keeps evidence of the effects of specific educational strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
❐ The instructional support member provides a written analysis of specific causes of success or difficulty
❐ When asked, the instructional support member can explain the differential effects of specific educational strategies and behaviors on specific categories of students

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Evaluating the effectiveness of specific pedagogical strategies and behaviors	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	The instructional support member determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately identify the reasons for discrepancies.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Developing and Implementing a Professional Growth Plan

23. Developing a Written Growth and Development Plan
The instructional support member develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.

Instructional Support Member Evidence
❒ The instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
❒ When asked, the instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Developing a written growth and development plan	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member develops a written professional growth and development plan with clear and measurable goals, action steps, timelines, and resources.	The instructional support member develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines, and appropriate resources.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

24. Monitoring Progress Relative to the Professional Growth and Development Plan

The instructional support member charts his or her progress toward goals using established action plans, milestones, and timelines.

Instructional Support Member Evidence
❒ The instructional support member constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self, and observer feedback)
❒ When asked, the instructional support member can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self, and observer feedback)

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Monitoring progress relative to the professional growth and development plan	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed.	The instructional support member charts his or her progress on the professional growth and development plan using established milestones and timelines but does not make modifications or adaptations as needed.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

25. Promoting Positive Interactions with Colleagues

The instructional support member interacts with other teachers in a positive manner to promote and support student learning.

Instructional Support Member Evidence

❐ The instructional support member works cooperatively with appropriate school member to address issues that impact student learning

❐ The instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust

❐ The instructional support member accesses available expertise and resources to support students' learning needs

❐ When asked, the instructional support member can describe situations in which he or she interacts positively with colleagues to promote and support student learning

❐ When asked, the instructional support member can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting positive interactions with colleagues	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.	The instructional support member interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

26. Promoting Positive Interactions with Students and Parents

The instructional support member interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Instructional Support Member Evidence

❑ The instructional support member fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust

❑ The instructional support member ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns

❑ The instructional support member encourages parent involvement in classroom and school activities

❑ The instructional support member demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families

❑ The instructional support member uses multiple means and modalities to communicate with families

❑ The instructional support member responds to requests for support, assistance, and/or clarification promptly

❑ The instructional support member respects and maintains confidentiality of student/family information

❑ When asked, the instructional support member can describe instances when he or she interacted positively with students and parents

❑ When asked, students and parents can describe how the instructional support member interacted positively with them

❑ When asked, the instructional support member can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting positive interactions with students and parents	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents.	The instructional support member interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Promoting Exchange of Ideas and Strategies

27. Seeking Mentorship for Areas of Need or Interest

The instructional support member seeks help and input from colleagues regarding specific educational strategies and behaviors.

Instructional Support Member Evidence
❒ The instructional support member keeps track of specific situations during which he or she has sought mentorship from others
❒ The instructional support member actively seeks help and input in Professional Learning Community meetings
❒ The instructional support member actively seeks help and input from appropriate school member to address issues that impact instruction and student and school goals
❒ When asked, the instructional support member can describe how he or she seeks input from colleagues regarding issues that impact instruction and student and school goals

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Seeking mentorship for areas of need or interest	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member seeks help and mentorship from colleagues regarding specific educational strategies and behaviors.	The instructional support member seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

28. Mentoring Other Instructional Support Members and Sharing Ideas and Strategies

The instructional support member provides other instructional support members with help and input regarding specific educational strategies and behaviors.

Instructional Support Member Evidence

❐ The instructional support member keeps tracks of specific situations during which he or she mentored other instructional support members

❐ The instructional support member contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways

❐ The instructional support member serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors

❐ When asked, the instructional support member can describe specific situations in which he or she has mentored colleagues

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Mentoring other teachers and sharing ideas and strategies	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member provides other teachers with help and input regarding educational strategies and behaviors.	The instructional support member provides other instructional support members with help and input regarding educational strategies and behaviors but not at a specific enough level to enhance their pedagogical skill.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

Promoting District and School Development

29. Adhering to District and School Rules and Procedures, State Code of Ethics, Professional Standards and Code of Conduct

The instructional support member is aware of and adheres to district and school rules and procedures, state code of ethics, professional standards and code of conduct applicable to the position.

Instructional Support Member Evidence

❒ The instructional support member performs assigned duties

❒ The instructional support member follows policies, regulations, and procedures

❒ The instructional support member maintains accurate records (student progress, completion of assignments, non-instructional records)

❒ The instructional support member fulfills responsibilities in a timely manner

❒ The instructional support member understands legal issues related to students and families

❒ The instructional support member demonstrates personal integrity

❒ The instructional support member keeps track of specific situations in which he or she adheres to rules and procedures

❒ The instructional support member is knowledgeable and adheres to state code of ethics, professional standards and code of conduct applicable to the position

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Adhering to District and School Rules and Procedures, State Code of Ethics, Professional Standards and Code of Conduct	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member is aware of district and school rules and procedures, state code of ethics, professional standards and code of conduct and adheres to them.	The instructional support member is aware of district and school rules and procedures, state code of ethics, professional standards and code of conduct but does not adhere to all of these rules and procedures.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.

30. Participating in District and School Initiatives

The instructional support member is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Instructional Support Member Evidence
❒ The instructional support member participates in school activities and events as appropriate to support students and families
❒ The instructional support member serves on school and district committees
❒ The instructional support member participates in staff development opportunities
❒ The instructional support member works to achieve school and district improvement goals
❒ The instructional support member keeps tracks of specific situations in which he or she has participated in school or district initiatives
❒ When asked, the instructional support member can describe or show evidence of his/her participation in district and school initiatives

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Participating in district and school initiatives	The instructional support member is a recognized leader in helping others with this activity.	The instructional support member is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The instructional support member is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and availability.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member makes no attempt to perform this activity.