

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

Domain 1: Instructional Support Strategies and Behaviors

Establishing and Communicating Goals

1. Providing Clear Goals and Scales (Rubrics)

The instructional support member provides clearly stated goals based on area of responsibility that align with school and/or district goals and has a scale that describes levels of performance.

Sample Instructional Support Member Evidence

- ☐ Instructional support member establishes a defined work plan or set of goals aligned with school and district goals
- ☐ Instructional support member communicates work plan or goals and scale to appropriate people
- ☐ Instructional support member makes references to their goals throughout the year
- ☐ Instructional support member can explain how goals support and align with school and/or district goals.
- ☐ Instructional support member can explain the meaning of the levels of performance articulated in the scale
- ☐ Instructional support member can explain how their activities relate to the goal

Sample Participant Evidence

- ☐ When asked, participants, colleagues, and/or administrators can explain how the instructional support member goals relate to and/or support the school or district goals
- ☐ When asked, participants, colleagues, and/or administrators can explain how the instructional support member's activities relate to the school and/or district goals

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Scale Levels: (choose one)

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

Scale

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

2. Tracking Progress

The instructional support member facilitates tracking of progress toward goals.

Sample Instructional Support Member Evidence

- ☐ Instructional support member monitors progress toward their goals throughout the school year using a scale
- ☐ Instructional support member is responsive to participants, colleagues and administrators regarding feedback about their progress
- ☐ Instructional support member actively consults with colleagues and administrators to find an optimal approach to ensure progress
- ☐ Instructional support member consults with colleagues and administrators to ensure he/she is making progress towards the goal(s)
- ☐ Instructional support member keeps updated records (i.e. data bases, data notebook, etc.) that validate tracking progress towards their goals

Sample Participant Evidence

- ☐ When asked, participants, colleagues, and administrators can describe how the instructional support member is progressing towards their goal

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of progress toward goals.	Facilitates tracking of progress and monitors the extent to which progress is being made at each level of performance.	Adapts and creates new strategies for unique needs and situations.

3. Celebrating Success

The instructional support member celebrates personal, participant, school and/or district success relative to progress towards their goals.

Sample Instructional Support Member Evidence

- ☐ Instructional support member acknowledges and celebrates personal progress towards their goals
- ☐ Instructional support member uses a variety of methods to celebrate school and/or district success
- ☐ Instructional support member acknowledges and celebrates individual and group successes
- ☐ The instructional support member shows pride in their work and reports they want to continue to make progress toward meeting their goals

Sample Participant Evidence

- ☐ Participants and/ or colleagues show signs of pride regarding recognition of their accomplishments by the instructional support member

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Celebrates personal, school and/or district successes relative to progress towards their goals.	Provides recognition of success relative to progress towards their goals and/or monitors the extent to which they and others are motivated to enhance their status.	Adapts and creates new strategies for unique needs and situations.

4. Identifying Critical Information

The instructional support member identifies critical information in a lesson or activity to which participants should pay particular attention.

Sample Instructional Support Member Evidence

- ☐ Instructional support member begins the lesson or activity by explaining why upcoming content is important
- ☐ Instructional support member identifies content or information critical to their area of responsibility
- ☐ Instructional support member cues the importance of upcoming information in some indirect fashion:
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Sample Participant Evidence

- ☐ When asked, participants can describe the level of importance of the information addressed in the lesson or activity
- ☐ When asked, participants can explain why it is important to pay attention to the content
- ☐ Participants visibly pay attention to the critical information

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to participants which information is critical versus non-critical.	Signals to participants which information is critical versus non-critical and monitors the extent to which participants are attending to critical information.	Adapts and creates new strategies for unique needs and situations.

5. Organizing Participants to Interact with New Knowledge

The instructional support member organizes participants into small groups to facilitate the processing of information.

Sample Instructional Support Member Evidence

- ☐ Instructional support member establishes routines for participant grouping and interaction within groups
- ☐ Instructional support member establishes roles and procedures for group activities:
 - Respect opinion of others
 - Add their perspective to discussions
 - Ask and answer questions

Sample Participant Evidence

- ☐ Participants move to groups in an orderly fashion and know their role in the group
- ☐ Participants appear to understand expectations about appropriate behavior in groups:
 - Respect opinion of others
 - Add their perspective to discussions
 - Ask and answer questions

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 ☐ Developing
 ☐ Applying
 ☐ Innovating
 ☐ Not Applicable

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing participants to interact with new knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes participants into small groups to facilitate the processing of information.	Organizes participants into small groups to facilitate the processing of information and monitors group processing.	Adapts and creates new strategies for unique needs and situations.

6. Previewing New Content

The instructional support member engages participants in activities that help link what they already know to the new content/activity about to be addressed and facilitates these linkages.

Sample Instructional Support Member Evidence

- ☐ Instructional support member uses preview question before reading
- ☐ Instructional support member uses K-W-L strategy or variation of it
- ☐ Instructional support member asks or reminds participants what they already know about the topic
- ☐ Instructional support member provides an advanced organizer:
 - Outline
 - Graphic organizer
- ☐ Instructional support member has participants brainstorm
- ☐ Instructional support member uses an anticipation guide
- ☐ Instructional support member uses a motivational hook/launching activity:
 - Anecdotes
 - Short selection from video

Sample Participant Evidence

- ☐ When asked, participants can explain linkages with prior knowledge
- ☐ When asked, participants make predictions about upcoming content
- ☐ When asked, participants can provide a purpose for what they are about to learn
- ☐ Participants actively engage in previewing activities

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed.	Engages participants in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which participants are making linkages.	Adapts and creates new strategies for unique needs and situations.

7. Elaborating on New Information

The instructional support member asks questions or engages participants in activities that require elaborative inferences that go beyond what was explicitly taught.

Sample Instructional Support Member Evidence

- ☐ Instructional support member asks explicit questions that require participants to make elaborative inferences about the content or activity
- ☐ Instructional support member asks participants to explain and defend their inferences
- ☐ Instructional support member presents situations or problems that require inferences

Sample Participant Evidence

- ☐ When asked, participants volunteer answers to inferential questions
- ☐ When asked, participants provide explanations and “proofs” for inferences

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Elaborating on new information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in answering inferential questions.	Engages participants in answering inferential questions and monitors the extent to which participants elaborate on what was explicitly taught.	Adapts and creates new strategies for unique needs and situations.

8. Recording and Representing Knowledge

The instructional support member engages participants in activities that help record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Sample Instructional Support Member Evidence

- ☐ Instructional support member asks participants to summarize the information he/she has learned
- ☐ Instructional support member asks participants to generate notes that identify critical information in the content
- ☐ Instructional support member asks participants to create nonlinguistic representations for new content:
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- ☐ Instructional support member asks participants to create mnemonics that organize the content

Sample Participant Evidence

- ☐ Participants' summaries and notes include critical content
- ☐ Participants' nonlinguistic representations include critical content
- ☐ When asked, participants can explain the main points of the lesson or activity

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Recording and representing knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways.	Engages participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways and monitors the extent to which this enhances participants' understanding.	Adapts and creates new strategies for unique needs and situations.

9. Reflecting on Learning

The instructional support member engages participants in activities that help them reflect on their learning.

Sample Instructional Support Member Evidence

- ☐ Instructional support member asks participants to state or record what he/she is clear about and what he/she is confused about
- ☐ Instructional support member asks participants to state or record how hard he/she tried
- ☐ Instructional support member asks participants to state or record what he/she might have done to enhance their learning

Sample Participant Evidence

- ☐ When asked, participants can explain what he/she is clear about and what he/she is confused about
- ☐ When asked, participants can describe how hard he/she tried
- ☐ When asked, participants can explain what he/she could have done to enhance their learning

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reflecting on learning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in reflecting on their own learning.	Engages participants in reflecting on their own learning and monitors the extent to which participants self-assess their understanding and effort.	Adapts and creates new strategies for unique needs and situations.

10. Providing Opportunities for Participants to Talk about Themselves

The instructional support member provides participants with opportunities to relate what is being addressed in a lesson or activity to their personal interests.

Sample Instructional Support Member Evidence

- ☐ Instructional support member is aware of participant's interests and makes connections between these interests and class content and educational goals
- ☐ Instructional support member structures activities and discussions that ask participants to make connections between schooling and their personal interests

Sample Participant Evidence

- ☐ When participants are explaining how content relates to their personal interests, the instructional support member appears encouraging and interested
- ☐ When asked, participants can make linkages between the lesson or activity and their personal interests
- ☐ Participants engage in activities that facilitate making connections between their personal interests and the lesson or activity

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Scale

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

11. Demonstrating “Withitness”

The instructional support member uses behaviors associated with “withitness” to maintain and support adherence to rules, policies, and procedures.

Sample Instructional Support Member Evidence

- ☐ Instructional support member is accessible to parents and the school community
- ☐ Instructional support member establishes healthy professional relationships with participants, colleagues, 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

Sample Participant Evidence

- ☐ Participants recognize that the instructional support member is aware of their behavior as well as the climate of the school
- ☐ When asked, participants, parents, or colleagues describe the instructional support member as “aware of what is going on” or participants describe the instructional support member as one who “has eyes on the back of their head”

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Scale

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

12. Acknowledging Adherence to Rules and Procedures

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

Sample 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 participants for following a rule or procedure
 - Describes participant behaviors that adhere to rules or procedures
- ☐ Instructional support member uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Sample Participant Evidence

- ☐ Participants or staff members appear appreciative of the instructional support member acknowledging their positive behavior
- ☐ When asked, participants describe instructional support member as appreciative of their good behavior
- ☐ When asked, participants report the instructional support member fairly and consistently acknowledges adherence to rules and procedures

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 ☐ Beginning
 ☐ Developing
 ☐ Applying
 ☐ Innovating
 ☐ Not Applicable

Scale

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

13. Understanding Participants' Interests and Background

The instructional support member uses participants' interests and background to produce a climate of acceptance and community.

Sample Instructional Support Member Evidence

- ☐ Instructional support member has side discussions with participants and colleagues about events in their life
- ☐ Instructional support member has discussions with participants and colleagues about topics in which he/she is interested
- ☐ Instructional support member builds participants' interests into their interactions

Sample Participant Evidence

- ☐ When asked, participants and colleagues describe the instructional support member as someone who knows him/her and/or is interested in him/her
- ☐ When asked, participants and colleagues say they feel accepted by the instructional support member

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Scale

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

14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants

When appropriate, the instructional support member uses verbal and nonverbal behavior that indicates caring for participants or colleagues.

Sample Instructional Support Member Evidence

- ☐ Instructional support member compliments participants and colleagues regarding academic and personal accomplishments
- ☐ Instructional support member engages in informal conversations with participants or colleagues that are not related to academics
- ☐ Instructional support member uses humor with participants and colleagues when appropriate
- ☐ Instructional support member smiles, nods, (etc.) at participants and colleagues when appropriate

Sample Participant Evidence

- ☐ When asked, participants and/or colleagues describe the instructional support member as someone who cares for him/her
- ☐ Participants respond to instructional support member's verbal and non-verbal interactions

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Scale

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

15. Displaying Objectivity and Control

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

Sample 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 participants and colleagues in the same calm and controlled fashion
- ☐ Instructional support member does not demonstrate personal offense at student misbehavior

Sample Participant Evidence

- ☐ Participants and colleagues report they are settled by the instructional support member's calm demeanor
- ☐ When asked, participants and colleagues describe the instructional support member as in control of himself/herself in all situations
- ☐ When asked, participants and colleagues say that the instructional support member does not hold grudges or take things personally

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner.	Behaves in an objective and controlled manner, and monitors the effect of all interactions with participants and colleagues.	Adapts and creates new strategies for unique needs and situations.

16. Demonstrating Value and Respect for Low Expectancy Participants

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

Sample Instructional Support Member Evidence

- ☐ When asked, the instructional support member can identify the participants for whom there have been low expectations
- ☐ Instructional support member provides low expectancy participants with nonverbal indications that he/she is valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- ☐ Instructional support member provides low expectancy participants with verbal indications that he/she is valued and respected:
 - Playful dialogue
 - Addressing participants in a manner they view as respectful
- ☐ Instructional support member does not allow negative comments about low expectancy participants
- ☐ Instructional support member sets high expectations for all participants

Sample Participant Evidence

- ☐ When asked, participants and/or colleagues say that the instructional support member cares for all participants

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Scale

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

Domain 2: Planning and Preparing

Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities

17. Effective Goal Setting and Scaffolding of Content or Activities

The instructional support member plans the organization of content and activities in such a way that each piece of content or activity builds on previous goals, content, or activities.

Sample Planning Evidence

- ☐ Instructional support member has evidence of a work plan to support his or her goals and the goals of the school and/or district
- ☐ The plan for presentation of content or activities is logical and progresses from simple to complex
- ☐ The plan anticipates potential confusions or misunderstandings that participants or schools may experience

Sample Instructional Support Member Evidence

- ☐ Instructional support member can describe the rationale for how goals are organized within a plan-of-work
- ☐ Instructional support member can describe the rationale for the sequence of activities or lessons within a plan-of-work
- ☐ Instructional support member can describe possible confusions that may impact goals, content or activities

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Scale

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

18. Attention to Established Standards or Procedures

The instructional support member develops plans and/or activities that are aligned with established school and/or district standards or procedures.

Sample Planning Evidence

- ☐ Plans for instructional activities include important standards identified by the district
- ☐ Plans are developed with attention to established district standards and procedures

Sample Instructional Support Member Evidence

- ☐ Instructional support member can explain how their plan of work supports the established school and/or district standards
- ☐ Instructional support member can describe the sequence of the content or activities to be taught as identified by the school and/or district

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Scale

	Not Using	Beginning	Developing	Applying	Innovating
Attention to established standards or procedures	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member develops plans and/or activities but all do not align with established school and/or district standards or procedures.	The instructional support member develops plans and/or activities that are aligned with established school and/or district standards or procedures.	The instructional support member is a recognized leader in helping others with this activity.

Planning and Preparing for Use of Resources and Technology

19. Use of Available Traditional Resources
The instructional support member identifies the available traditional resources (materials and human) for use in their plan of work and/or instructional activities.
Sample Planning Evidence <input type="checkbox"/> The plan outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content <input type="checkbox"/> The plan outlines resources within the community that will be used to enhance participants' understanding of the content
Sample Instructional Support Member Evidence <input type="checkbox"/> Instructional support member can describe how the resources within the immediate work environment and/or the school will be used to enhance participant's' understanding of the content <input type="checkbox"/> Instructional support member can describe how resources within the community will be used to enhance participants' understanding of the content
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Scale Levels: (choose one) <input type="checkbox"/> Not Using <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Applying <input type="checkbox"/> Innovating <input type="checkbox"/> Not Applicable

Scale

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

20. Use of Available Technology

The instructional support member identifies the use of available technology that can enhance their plan of work and/or participants' understanding of content in an instructional activity.

Sample Planning Evidence

☐ The plan identifies available technology that will be used:

- Interactive whiteboards
- Response systems
- Digital templates
- Social networking sites
- Blogs
- Discussion Boards

☐ The plan identifies how the technology will be used to enhance participant learning

Sample Instructional Support Member Evidence

☐ Instructional support member can explain how the technology will be used to reach their goals

☐ Instructional support member can articulate how the technology will be used to enhance participant learning

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Scale Levels: (choose one)

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

Scale

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

Planning and Preparing for the Needs of English Language Learners

21. Needs of English Language Learners
The instructional support member provides support for the needs of English Language Learners (ELL) by identifying appropriate adaptations or accommodations that must be made.
Sample Planning Evidence <input type="checkbox"/> The plan identifies the accommodations or adaptations that must be made for individual ELL participants or groups within an instructional activity, or within their area of responsibility <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL participants or groups within their area of responsibility
Sample Instructional Support Member Evidence <input type="checkbox"/> Instructional support member can describe the accommodations that must be made for individual ELL participants or groups within an instructional activity <input type="checkbox"/> Instructional support member can describe the adaptations that must be made for individual ELL participants or groups within an instructional activity <input type="checkbox"/> Instructional support member can identify support provided in his or her plan of work for ELL participants or the school
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Scale Levels: (choose one) <input type="checkbox"/> Not Using <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Applying <input type="checkbox"/> Innovating <input type="checkbox"/> Not Applicable

Scale

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

Planning and Preparing for Needs of Participants Receiving Special Education

22. Needs of Participants Receiving Special Education
The instructional support member identifies the needs of participants receiving special education services by providing accommodations and modifications that must be made for participants receiving special education services.
Sample Planning Evidence <input type="checkbox"/> The plan of work describes accommodations and modifications that must be made for individual participants receiving special education according to the Individualized Education Program (IEP) <input type="checkbox"/> The plan of work describes the support the instructional support member will provide for participants receiving special education services
Sample Instructional Support Member Evidence <input type="checkbox"/> Instructional support member can describe the specific accommodations that must be made for individual participants receiving special education services according to their IEP for an instructional activity <input type="checkbox"/> Instructional support member can describe the specific support(s) that will be provided for participants receiving special education services
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Scale Levels: (choose one) <input type="checkbox"/> Not Using <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Applying <input type="checkbox"/> Innovating <input type="checkbox"/> Not Applicable

Scale

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

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

23. Needs of Participants Who Lack Support for Schooling
The instructional support member identifies the needs of participants who come from home environments that offer little support for schooling.
Sample Planning Evidence <input type="checkbox"/> The plan provides for the needs of participants who come from home environments that offer little support for schooling <input type="checkbox"/> When engaging participants, the instructional support member takes into consideration the participants' family resources <input type="checkbox"/> When communicating with the home, the instructional support member takes into consideration family and language resources <input type="checkbox"/> The plan of work describes how the instructional support member provides support for participants who lack support for schooling
Sample Instructional Support Member Evidence <input type="checkbox"/> Instructional support member can articulate how the needs of participants who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> Instructional support member can articulate the ways in which the participants' family resources will be addressed when working with participants <input type="checkbox"/> Instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources <input type="checkbox"/> Instructional support member can explain how he or she will provide support for participants who lack support for schooling
<p>Participant is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.</p> <p>School is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.</p>
Scale Levels: (choose one) <input type="checkbox"/> Not Using <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Applying <input type="checkbox"/> Innovating <input type="checkbox"/> Not Applicable

Scale

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

Domain 3: Reflecting on Teaching and Supporting

Evaluating Personal Performance

24. Identifying Areas of Pedagogical Strength and Weakness

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

Sample Instructional Support Member Evidence

- ☐ Instructional support member identifies specific areas of strengths and weaknesses
- ☐ Instructional support member keeps track of specifically identified focus areas for improvement
- ☐ Instructional support member identifies and keeps track of specific areas identified based on individual interest
- ☐ Instructional support member can describe how specific areas for improvement are identified

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Scale Levels: (choose one)

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying areas of pedagogical strength and weakness	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	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 pedagogical development.	The instructional support member identifies specific strategies and behaviors on which to improve their pedagogy.	The instructional support member is a recognized leader in helping others with this activity.

25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The instructional support member determines the effectiveness of specific techniques and strategies relating to their plan of work.

Sample Instructional Support Member Evidence

- ☐ Instructional support member gathers and keeps evidence of the effects of specific strategies and behaviors in his or her area of responsibility
- ☐ Instructional support member provides a written analysis of specific causes of success or difficulty
- ☐ Instructional support member can explain the differential effects of specific strategies and behaviors that yield results

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Scale Levels: (choose one)

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

Scale

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

Developing and Implementing a Professional Growth Plan

26. 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.

Sample Instructional Support Member Evidence

- ☐ Instructional support member constructs a growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- ☐ Instructional support member can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources

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Scale Levels: (choose one)

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

Scale

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

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

The instructional support member charts his or her progress on the professional growth and development plan using established action plans, milestones, and timelines.

Sample Instructional Support Member Evidence

- ☐ Instructional support member constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- ☐ Instructional support member can describe progress toward meeting the goals outlined in the plan supported by evidence

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Scale Levels: (choose one)

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

Scale

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

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

28. Promoting Positive Interactions with Colleagues

The instructional support member interacts with colleagues in a positive manner to promote and support learning.

Sample Instructional Support Member Evidence

- ☐ Instructional support member works cooperatively with appropriate colleagues to address issues that impact learning
- ☐ Instructional support member establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Instructional support member accesses available expertise and resources to support participants' learning needs
- ☐ Instructional support member can describe situations in which he/she interacts positively with colleagues to promote and support learning
- ☐ Instructional support member can describe situations in which he/she helped extinguish negative conversations about other colleagues

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Scale Levels: (choose one)

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

Scale

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

29. Promoting Positive Interactions with Participants, Parents and the Community

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

Sample Instructional Support Member Evidence

- ☐ Instructional support member fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Instructional support member ensures consistent and timely communication with parents regarding participant expectations, progress, and/or concerns
- ☐ Instructional support member encourages parent involvement in classroom and school activities
- ☐ Instructional support member demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- ☐ Instructional support member uses multiple means and modalities to communicate with families
- ☐ Instructional support member responds to requests for support, and/or assistance promptly
- ☐ Instructional support member respects and maintains confidentiality of participant/family information
- ☐ Instructional support member can describe instances when he/she interacted positively with participants and parents and/or the community
- ☐ When asked, the instructional support member can describe situations in which he/she helped extinguish negative conversations about participants, parents, and/or the community

Sample Participant Evidence

- ☐ When asked, participants, parents, and/or community members can describe how the instructional support member interacted positively with them

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Scale Levels: (choose one)

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

Scale

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

Promoting Exchange of Ideas and Strategies

30. Seeking Mentorship for Areas of Need or Interest

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

Sample Instructional Support Member Evidence

- ☐ Instructional support member keeps track of specific situations during which he/she has sought mentorship from others
- ☐ Instructional support member actively seeks help and input as a member of a Professional Learning Community
- ☐ Instructional support member actively seeks help and input from appropriate school members to address issues that impact instruction and school or district goals
- ☐ Instructional support member can describe how he/she seeks input from colleagues regarding issues that impact instruction and school or district goals

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Scale Levels: (choose one)

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

Scale

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

31. Mentoring Other Colleagues and Sharing Ideas and Strategies

The instructional support member provides other colleagues with help and input regarding specific educational strategies and behaviors relating to their area of responsibility.

Sample Instructional Support Member Evidence

- ☐ Instructional support member keeps tracks of specific situations during which he/she mentored other instructional support members
- ☐ Instructional support member contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
- ☐ Instructional support member serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
- ☐ Instructional support member can describe specific situations in which he/she has mentored colleagues

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

Scale

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

Promoting District and School Development

32. Adhering to School and District Rules and Procedures

The instructional support member is aware of and adheres to school and district rules and procedures.

Sample Instructional Support Member Evidence

- ☐ Instructional support member performs assigned duties
- ☐ Instructional support member follows policies, regulations, and procedures
- ☐ Instructional support member maintains accurate records (participant progress, completion of assignments, non-instructional records)
- ☐ Instructional support member fulfills responsibilities in a timely manner
- ☐ Instructional support member understands legal issues related to participants and families
- ☐ Instructional support member demonstrates personal integrity
- ☐ Instructional support member keeps track of specific situations in which he/she adheres to rules and procedures
- ☐ Instructional support member is knowledgeable and adheres to state code of ethics, professional standards and code of conduct applicable to the position

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Scale Levels: (choose one)

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

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Adhering to school and district rules and procedures	The instructional support member makes no attempt to perform this activity.	The instructional support member attempts to perform this activity but does not actually complete or follow through with these attempts.	The instructional support member is aware of school and district rules and procedures, but does not adhere to all of these rules and procedures.	The instructional support member is aware of school and district rules and procedures and adheres to them.	The instructional support member is a recognized leader in helping others with this activity.

33. Participating in School and District Initiatives

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

Sample Instructional Support Member Evidence

- ☐ Instructional support member participates in school activities and events as appropriate to support participants and the school community
- ☐ Instructional support member serves on school and district committees
- ☐ Instructional support member participates in staff development opportunities
- ☐ Instructional support member works to achieve school and district improvement goals
- ☐ Instructional support member keeps tracks of specific situations in which he/she has participated in school and/or district initiatives
- ☐ Instructional support member can describe or show evidence of their participation in school and/or district initiatives

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Scale Levels: (choose one)

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

Scale

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