

## I. Curriculum, Planning & Assessment

### The Instructional Support Educator:

	4	3	2	1
	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a.</b>  <b>Criteria to Meet Objective</b>	Posts, shares and refers to criteria for proficiency including rubrics, exemplars, and objectives with multiple exemplars and growth-producing feedback and reflects on content being taught.	Posts, shares and refers to criteria for proficiency including rubrics, exemplars, objectives, and/or student work with commentary and reflects on content being taught.	Tells students some of the qualities that their finished work should exhibit and/or posts some work.	Expects students to know (or figure out) what it takes to get good grades and/or posts some work.
<b>b.</b>  <b>Diagnosis</b>	Gives students well-constructed diagnostic assessments, diagnoses students' knowledge, makes adjustments and provides individualized instruction.	Diagnoses students' knowledge and makes adjustments to lessons based on the data.	Only uses formative or anecdotal information before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
<b>c.</b>  <b>Checking for Understanding</b>	Uses a variety of effective methods to check for understanding; and addresses multiple intelligences.	Frequently checks for understanding using oral and written responses and gives students' helpful information if they seem confused. Adjusts lessons as appropriate.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding
<b>d.</b>  <b>Self-Assessment</b>	Has students set ambitious goals, self-assess throughout the lesson or unit, and take responsibility for improving performance.	Has students set goals for each lesson or unit, self-assess, and know where they stand academically.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
<b>e.</b>  <b>Structured Lessons</b>	Develops well-structured, relevant and motivating lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials,	Develops well-structured, relevant and motivating lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing,	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources and/or grouping for the intended outcome

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	resources, technologies, and grouping to attend to every student's needs.	sequence, activities, materials, resources, technologies, and grouping to attend to most students.	that interests only some students.	for the students in the class with little student involvement and/or motivation.
<b>f. Standards</b>	Has a detailed plan for the year that is tightly aligned with high standards and external assessments. Detailed plan includes authentic, rigorous lessons.	Follows the district's curriculum map so students will meet standards and be ready for unit, district and external assessments.	Infrequently follows the district's curriculum map so students will meet standards and be ready for unit, district and external assessments.	Plans lesson by lesson and has little familiarity with state standards, test, and modifications.
<b>g. Support</b>	Establishes and implements a schedule and plans for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.
<b>h. Reflection</b>	Works with colleagues to reflect daily on what worked and what didn't and continuously improve instruction	Reflects weekly on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw from lessons for the future when teaching is unsuccessful.
<b>i. Professional Knowledge</b>	Is an expert in the professional content and up to date on authoritative research on child development and how students learn.	Knows the professional content well and has a good grasp of child development and how students learn.	Demonstrates factual knowledge of professional content and has a few ideas of ways students learn and develop.	Has limited professional knowledge and relies heavily on outdated practices.



## II. Teaching All Students

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a.</b> <b>Mindset</b>	Instills a “growth” mindset; take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn’t counteract students’ misconceptions about innate ability.	Communicates a “fixed” mindset about ability: some students have it, some don’t.
<b>b.</b> <b>Learning Objectives</b>	Gives students a clear sense of purpose by posting the essential questions and learning objectives. Exemplars are shared with students.	Gives students a clear sense of purpose by posting the essential questions and the lesson’s objectives.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>c.</b> <b>Connections</b>	Activates and engages students’ interest and makes connections to prior knowledge, experience, and reading.	Activates students’ prior knowledge and their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely engages students’ interest or makes connections to their lives.
<b>d.</b> <b>Clarity</b>	Always presents material clearly and explicitly with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way using language that is inappropriate.
<b>e.</b> <b>Differentiation</b>	Effectively differentiates and scaffolds instruction to accommodate student needs in all academic areas and social/emotional learning.	Effectively differentiates and scaffolds instruction to accommodate student learning needs.	Attempts to differentiate and scaffold instruction to accommodate student learning needs.	Fails to differentiate instruction for students with learning difficulties.
<b>f.</b> <b>Application</b>	Has students summarize what they learned by applying learning in multiple contexts.	Has students summarize what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

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<b>g. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	Does not make specific standards for student work, effort, interactions, and behavior clear to students.
<b>h. Routines</b>	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>i. Relationships</b>	Is fair and respectful towards students and builds positive relationships with and amongst most students and works with colleagues to foster positive relationships throughout the school community.	Is fair and respectful toward students and builds positive relationships with and amongst most students.	Is fair and respectful towards most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to a student; plays favorites.
<b>j. Growth-Producing Feedback</b>	Provides age-appropriate, growth-producing feedback consistently and provides multiple opportunities for improvement by using a variety of tasks.	Provides age-appropriate, growth-producing feedback consistently.	Rarely provides age-appropriate, growth-producing feedback.	Rarely provides any feedback.



### III. Family and Community Engagement

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a.</b> <b>Responsiveness</b>	Communicates respectfully with families, is sensitive and able to differentiate academically, culturally and behaviorally and supports other staff with this element.	Communicates respectfully with families, is sensitive and able to differentiate academically, culturally and behaviorally.	Attempts to communicate respectfully with families, is sensitive and able to differentiate academically, culturally, and behaviorally.	Is often insensitive to the cultural, academic and behavioral needs of students and their families.
<b>b.</b> <b>Communications and Expectations</b>	Engages families in academic and behavior goal setting and progress monitoring throughout the year. Makes sure families hear positive news about their student first, and immediately notifies them about any problems.	Provides families with user-friendly expectation for student learning and behavior in a variety of ways throughout the year. (e.g., via website, newsletter, email Class Dojo, Remind). Promptly informs families of behavior and learning problems and updates families on good news.	Sends home or posts a list of classroom rules and policies for the year. Lets families know about problems their students are having but rarely mentions positive news.	Doesn't inform families or offers very little information about learning and behavior expectations. Seldom informs families of concerns or positive news about their students.
<b>c.</b> <b>Parent Engagement</b>	Uses multiple sources of data to communicate to families their student's progress. Shares updated information to inform families about curriculum standards and offers a variety of ways to support learning at home.	Uses data to communicate to families their students' progress. Shares updated information to inform families about curriculum standards and offers ways to support learning at home.	Sends home occasional suggestions on how families can help their student with schoolwork.	Rarely, if ever, communicates with families on ways to help their children at home.

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<b>d. Reporting</b>	Uses student-led conferences, report cards, progress reports, informal talks, or other means of communication to give families growth-producing feedback on their student's progress. Successfully and immediately deals with family concerns.	Responds promptly to family concerns and uses conferences and progress reports to give families growth-producing feedback on their student's progress.	Uses conferences to tell families the areas in which their student can improve. Is slow or does not respond to family concerns.	Gives out report cards or progress reports and expects families to deal with the areas that need improvement without support. Does not respond to family concerns.
<b>e. Involving</b>	Regularly communicates with parents to create, share and/or identify strategies for supporting learning and development at school and home, including those who are hard to reach. Successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact.	Regularly communicates with parents to create, share, and /or identify strategies for supporting and learning and development at school and home, including those who are hard to reach.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	Rarely, if ever, communicates with parents on ways to help their children at home.
<b>f. Community Resources</b>	Maintains a thorough and up-to-date data base of community resources for families, including contact information.	Maintains a knowledge of community resources to make appropriate referrals for families.	Has limited knowledge and/or makes little effort to help families connect with community services.	Makes no effort to help families connect with community resources.

## IV. Professional Responsibilities

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a. Reliability	Has perfect or near-perfect attendance, Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Has very good attendance, is punctual with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, has moderate absences (state extenuating circumstances), is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, has many absences (state extenuating circumstances) is late, makes errors in records, and misses paperwork deadlines.
b. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Demonstrates professional demeanor, is ethical, honest, and forthright, maintains professional boundaries and keeps student information confidential.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
c. Decision-Making	In planning and decision-making at the district, school, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts.	Consistently contributes relevant ideas and expertise to planning and decision making at the district, school, and/or grade level.	May participate in planning and decision making at the district, school, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the district, school, and/or grade level only when asked and rarely contributes relevant ideas or expertise.
d. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
e. Professional Collaboration	Supports and encourages colleagues to collaborate in areas such as examining student work, analyzing student performance, and planning appropriate intervention.	Consistently and effectively collaborates with colleagues in such work as examining student work, analyzing student performance, and planning appropriate intervention.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning



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f. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or does not apply new learning to practice.
g. Consultation	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.