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TEACHER & LEADER EVALUATION

MARZANO CENTER NON-CLASSROOM INSTRUCTIONAL PERSONNEL EVALUATION MODEL

Including Scales, Evidences and Learning Map

Prepared by
Learning Sciences Marzano Center

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Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model

*Prepared by Learning Sciences Marzano Center
for Teacher and Leader Evaluation*

March, 2013

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OUR MISSION

The Learning Sciences Marzano Center for Teacher and Leader Evaluation promotes excellence in public education by providing and developing next-generation teacher and leader evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert Marzano, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, life-long learners, and in doing so, to significantly impact student growth and achievement over time.

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Introduction

This report is a description of the Marzano Center Non-Classroom Instructional Support Personnel Model adapted by Dr. Beverly Carbaugh to align with the Marzano teacher, school leader, and district leader evaluation models. While it can be used independently, it was developed to be used in conjunction with those comprehensive instructional models based on Marzano's *The Art and Science of Teaching* (Marzano, 2007; Marzano, Frontier, & Livingston, 2011). The model is an evaluation framework for certificated instructors whose primary job is not day-to-day instruction of students. Instructional support personnel typically provide appropriate support to students, schools, and districts in a non-classroom setting; positions may include both instructional support personnel such as educational specialists, media specialists, and instructional coaches, and student services personnel such as art therapists, school psychologists, and career specialists. The categories of support personnel who would be evaluated using this model is a district level decision.

The Non-Classroom Instructional Support Personnel Model is based on a review of research literature identifying specific instructional strategies correlated with student achievement (for a summary of this research see, Marzano, Toth, Schooling, "Examining the Role of Teacher Evaluation in Student Achievement," 2012). The instructional support model is rooted in the common language of the Marzano Teacher Evaluation Model, but has been adapted to capture the unique responsibilities of personnel who support instruction at the school and district levels. It is also closely aligned to the Marzano School Leader Evaluation Model and the Marzano District Leader Evaluation Model. Like those models, the Non-Classroom Instructional Support Personnel Evaluation Model has been designed for growth as well as measurement, with focused goals and specific behaviors correlated with increased student achievement.

The Model

The model is organized into four domains containing 33 elements representing categories of strategies and behaviors used by instructional support personnel to ensure the success of students, schools, and districts. Domain 1, "Instructional Support Strategies and Behaviors" includes elements that represent routine segments, establishing goals and content, and facilitating engagement. As with the Marzano Teacher Evaluation Model, each element is accompanied by evidences and a development scale for targeted feedback to drive growth. Domain 2, "Planning and Preparing for Implementation of Goals and Objectives" is unique for non-classroom instructional support personnel, and the elements and evidences in this domain have been adapted to be relevant and focused (for example, planning ways to scaffold content; use of traditional resources and technology; preparing for the needs of ELL and special needs students). Domain 3, "Reflecting on Teaching" supports the reflective and self-assessment practices of the non-classroom teacher, and includes development of a professional growth plan. And finally Domain 4, "Collegiality and Professionalism" includes elements to support the context in which the other domains function: contributing to a positive school environment.

Domain 1: Instructional Support Strategies and Behaviors

Actions and behaviors within this domain help ensure that instructional support personnel have a clear focus on student achievement that is guided by relevant and timely data. Sixteen specific categories of instructional support actions and behaviors constitute this domain:

1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Background
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

Domain 2: Planning and Preparing

Actions and behaviors within this domain help ensure that instructional support personnel plan and prepare for implementation of goals and scaffolding of content or activities. Seven specific categories of instructional support actions and behaviors constitute this domain:

17. Effective Goal Setting and Scaffolding of Content or Activities
18. Attention to Established Standards or Procedures
19. Use of Available Traditional Resources
20. Use of Available Technology
21. Needs of English Language Learners
22. Needs of Participants Receiving Special Education
23. Needs of Participants Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Actions and behaviors within this domain help ensure that instructional support personnel are able to evaluate their own performance and develop and implement a plan for professional growth. Four specific categories of instructional support actions and behaviors constitute this domain:

24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors
26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Actions and behaviors within this domain help ensure that instructional support personnel are able to promote both a positive environment and the positive exchange of ideas, and that personnel develop positive relationships with staff, parents, and the community. Six specific categories of instructional support actions and behaviors constitute this domain:

28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents and the Community
30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies
32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives

Scales and Evidences

For each of the 33 elements within the four domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 ("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"). Accompanying the scale for each of the 24 elements are evidences of successful performance. It is important to note that these are sample evidences only in that other evidences specific to a given school or district might also depict successful performance. Evidences for the first element in Domain 1 are depicted in Figure 1.

Figure I: Instructional Support Strategies and Behaviors

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 his/her 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 his/her 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

Participant is a generic term to include anyone the Instructional Support Member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.

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.

To understand the logic of this scale and all others in the system, it is best to begin with "Applying," which has a score value of 3. A score of "Applying" can be considered the level of performance that indicates proficiency regarding the element. In this case, the instructional support member not only 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, but also monitors student understanding of the goal and level of performance. In short, the instructional support member ensures students understand the goals and levels of performance.

Above this level is "Innovating," which has a score value of 4. Here, in addition to score 3 actions and behaviors, the instructional support member adapts and creates new strategies for unique needs and situations.

"Developing" is a step below the target of "Applying." It has a score value of 2 and indicates that the instructional support member provides clearly stated goals accompanied by a scale that describes levels of performance, but does not monitor to ensure that students understand the goals. This level of performance is usually associated with a need for improvement regarding the element. Below this level is "Beginning," which has a score value of 1. Here the instructional support member attempts to provide clearly stated goals accompanied by a scale that describes levels of performance, but does not complete the task or does so partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is "Not Using," which has a score value of 0. Here the instructional support member does not attempt to provide clearly stated goals accompanied by a scale that describes levels of performance. This level is also considered unsatisfactory.

Conclusion

The system described here is offered as a comprehensive approach to instructional support member evaluation that is coordinated and compatible with the Marzano Teacher Evaluation Model, the Marzano School Leader Evaluation Model, and the Marzano District Leader Evaluation Model. Learning Sciences Marzano Center can assist districts in further development and implementation of the instructional support model in collaboration with school and district leaders.

It is important to note that the model presented in this report employs scales and parts of scales developed by Robert J. Marzano and Learning Sciences International. The copyright to these previously developed scales is held exclusively by Robert J. Marzano and Learning Sciences International. This document in no way signals that Robert J. Marzano or Learning Sciences International is relinquishing this copyright.

For a comprehensive overview of the professional development and implementation services offered by Learning Sciences Marzano Center, visit MarzanoCenter.com, or call 1.877.411.7114.

References

Marzano, R.J. (2007); Marzano, Frontier, & Livingston, (2011) *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Toth, Schooling (2012); Examining the role of teacher evaluation in student achievement. Palm Beach Gardens, FL: Marzano Center for Teacher and Leader Evaluation

Appendix A: Full Scales and Evidences for the Marzano Non-Classroom Instructional Support Personnel Evaluation Model

Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model
FULL SCALES AND EVIDENCES
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/or 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's goals relate to and/or support the school and/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

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.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

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 goals 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 his/her goals throughout the school year using a scale

⬚ Instructional support member is responsive to participants, colleagues, and administrators regarding feedback about his/her 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 toward the goals

⬚ Instructional support member keeps updated records (e.g., databases, data notebook, etc.) that validate tracking progress toward his/her goals

Sample Participant Evidence

⬚ When asked, participants, colleagues, and administrators can describe how the instructional support member is progressing toward his/her goals

Participant is a generic term to include anyone the instructional support member is supporting, such as PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 toward his/her goals.

Sample Instructional Support Member Evidence

 Instructional support member acknowledges and celebrates personal progress toward his/her 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

 Instructional support member shows pride in his/her work and reports wanting to continue to make progress toward meeting his/her 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 toward his/her goals.	Provides recognition of success relative to progress toward his/her goals and monitors the extent to which he/she 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 his/her 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 Levels: *(choose one)*

Not Using Beginning Developing Applying Innovating Not Applicable

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 opinions of others
- Add their perspectives to discussions
- Ask and answer questions

Sample Participant Evidence

⬚ Participants move to groups in an orderly fashion and know their roles in the group

⬚ Participants appear to understand expectations about appropriate behavior in groups:

- Respect opinions of others
- Add their perspectives to discussions
- Ask and answer questions

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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | 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 Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 they have 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 they are clear about and what they are confused about

⸏ Instructional support member asks participants to state or record how hard they tried

⸏ Instructional support member asks participants to state or record what they might have done to enhance their learning

Sample Participant Evidence

⸏ When asked, participants can explain what they are clear about and what they are confused about

⸏ When asked, participants can describe how hard they tried

⸏ When asked, participants can explain what they could have done to enhance their learning

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 participants' 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

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 his/her head"

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

      Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

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 appear appreciative of the instructional support member acknowledging their positive behavior

␣ When asked, participants describe the 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

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

Not Using   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 Backgrounds

The instructional support member uses participants' interests and backgrounds 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 lives

˽ Instructional support member has discussions with participants and colleagues about topics in which they are 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 them and/or is interested in them

˽ When asked, participants and colleagues say they feel accepted by the instructional support member

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Understanding participants' interests and backgrounds	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses participants' interests and backgrounds during interactions with participants.	Uses participants' interests and backgrounds 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 them

▢ Participants respond to instructional support member's verbal and nonverbal interactions

Participant is a generic term to include anyone the instructional support member is supporting such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School is used generically to represent students, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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 they are valued and respected:

- Makes eye contact
- Smiles
- Makes appropriate physical contact

▢ Instructional support member provides low expectancy participants with verbal indications that they are 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 Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | Not Applicable |

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/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 confusion 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
Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members. ***School*** is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.
Scale Levels: *(choose one)*   Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

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 his/her 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

      Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

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 his/her plan of work and/or instructional activities.
Sample Planning Evidence ⬞ The plan outlines resources within the immediate work environment or school that will be used enhance participants' understanding of the content ⬞ The plan outlines resources within the community that will be used to enhance participants' understanding of the content
Sample Instructional Support Member Evidence ⬞ Instructional support member can describe how the resources within the immediate work environment and/or the school will be used to enhance participants' understanding of the content ⬞ Instructional support member can describe how resources within the community will be used to enhance participants' understanding of the content
Participant is a generic term to include anyone the instructional support member is supporting such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members. *School* is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.
Scale Levels: *(choose one)*   Not Using   Beginning   Developing   Applying   Innovating   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 his/her 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 his/her 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 his/her 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 his/her 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

⎵ The plan identifies the accommodations or adaptations that must be made for individual ELL participants or groups within an instructional activity or within the instructional support member's area of responsibility

⎵ The plan identifies the adaptations that must be made for individual ELL participants or groups within the instructional support member's area of responsibility

Sample Instructional Support Member Evidence

⎵ Instructional support member can describe the accommodations that must be made for individual ELL participants or groups within an instructional activity

⎵ Instructional support member can describe the adaptations that must be made for individual ELL participants or groups within an instructional activity

⎵ Instructional support member can identify support provided in his/her plan of work for ELL participants or the school

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| Not Using | Beginning | Developing | Applying | Innovating | 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 Services

22. Needs of Participants Receiving Special Education Services

The instructional support member identifies the needs of participants receiving special education services by providing accommodations and modifications that must be made for participants.

Sample Planning Evidence
⸆ The plan of work describes accommodations and modifications that must be made for individual participants receiving special education services according to the Individualized Education Program (IEP)
⸆ The plan of work describes the support the instructional support member will provide for participants receiving special education services

Sample Instructional Support Member Evidence
⸆ Instructional support member can describe the specific accommodations that must be made for individual participants receiving special education services according to his/her IEP for an instructional activity
⸆ 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)*
Not Using   Beginning   Developing   Applying   Innovating   Not Applicable

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Needs of participants receiving special education services	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 services 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 services 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
˽ The plan provides for the needs of participants who come from home environments that offer little support for schooling
˽ When engaging participants, the instructional support member takes into consideration the participants' family resources
˽ When communicating with the home, the instructional support member takes into consideration family and language resources
˽ The plan of work describes how the instructional support member provides support for participants who lack support for schooling

Sample Instructional Support Member Evidence
˽ Instructional support member can articulate how the needs of participants who come from home environments that offer little support for schooling will be addressed
˽ Instructional support member can articulate the ways in which the participants' family resources will be addressed when working with participants
˽ Instructional support member can articulate the ways in which communication with the home will take into consideration family and language resources
˽ Instructional support member can explain how he/she will provide support for participants who lack support for schooling

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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*
Not Using　　Beginning　　Developing　　Applying　　Innovating　　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 pedagogical strength and weakness

⎯ 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/her pedagogical development.	The instructional support member identifies specific strategies and behaviors on which to improve his/her 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 his/her 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/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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

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 his/her 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 his/her 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 appropriate 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/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 and 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

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/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/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/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
Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members. *School* is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.
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 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, 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 the 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 the 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
Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members. *School* is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.
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 his/her pedagogical skills.	The instructional support member seeks help and mentorship from colleagues regarding specific educational strategies and behaviors to enhance his/her 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 areas 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 (e.g., 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

| 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 skills.	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 (e.g., 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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School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

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/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 district initiatives

⸏ Instructional support member can describe or show evidence of his/her participation in school and/or district initiatives

Participant is a generic term to include anyone the instructional support member is supporting, such as: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff, or other colleagues in the instructional support member's area of responsibility.

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 his/her talents and availability.	The instructional support member is aware of school and district initiatives and participates in them in accordance with his/her talents and availability.	The instructional support member is a recognized leader in helping others with this activity.

Appendix B: Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model *Learning Map*

Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model
Learning Map

Domain 1:
Instructional Support Strategies and Behaviors

Establishing and Communicating Goals
1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success

Establishing Content
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning

Facilitating Engagement
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Backgrounds
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

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
18. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology
19. Use of Available Traditional Resources
20. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
21. Needs of English Language Learners

Planning and Preparing for the Needs of Participants Receiving Special Education
22. Needs of Participants Receiving Special Education

Planning and Preparing for the Needs of Participants Who Lack Support for Schooling
23. Needs of Participants Who Lack Support for Schooling

Domain 3:
Reflecting on Teaching

Evaluating Personal Performance
24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4:
Collegiality and Professionalism

Promoting a Positive Environment
28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents and the Community

Promoting Exchange of Ideas and Strategies
30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development
32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives

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