

**Marzano Focused Non-Classroom
Instructional Support Personnel
Evaluation Model**
Florida Model

MARZANO
Evaluation Center



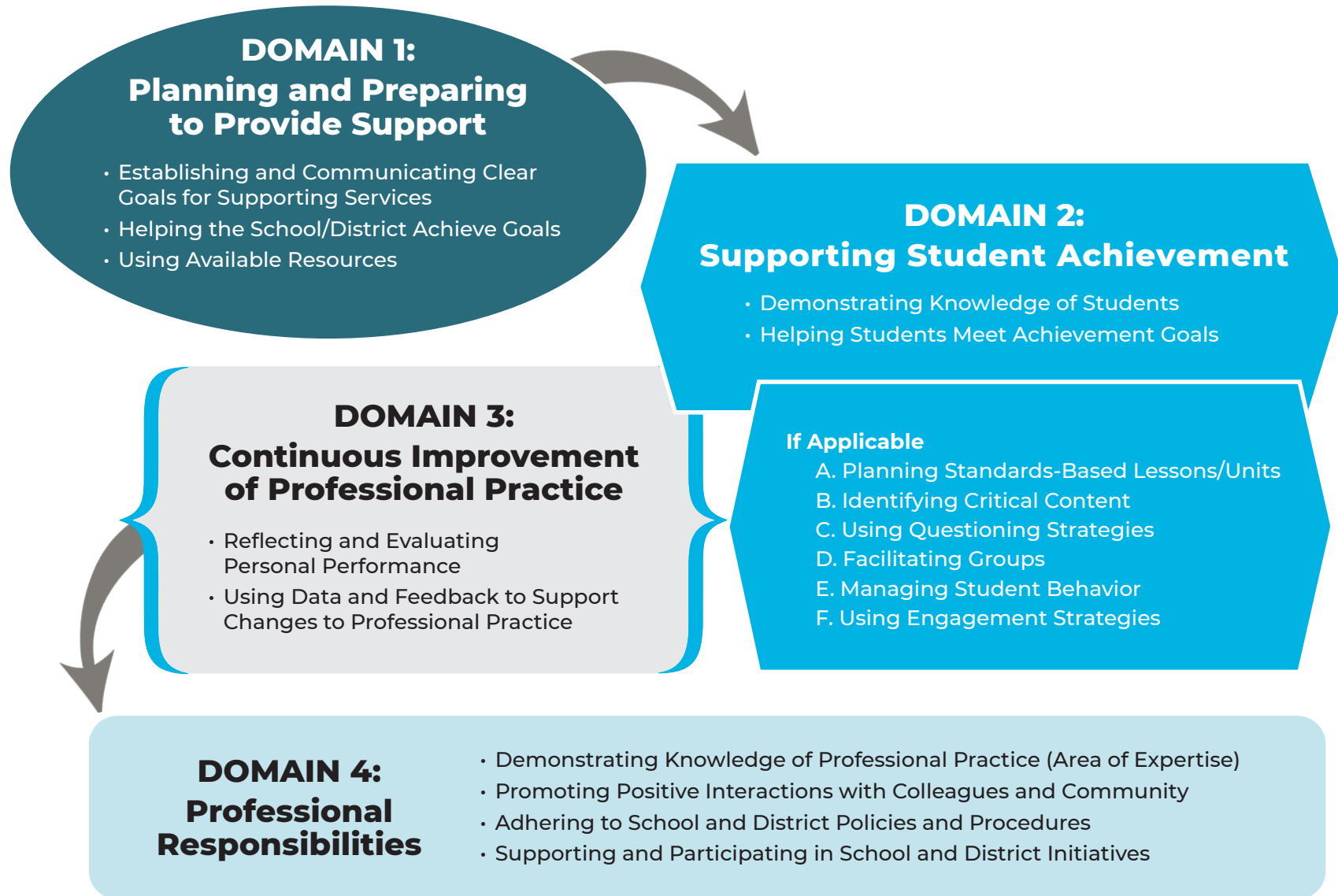
**Success Map and Protocols
with FEAPs Indicators**

Prepared by Marzano Evaluation Center,
a division of Instructional Empowerment, Inc.

175 Cornell Road | Suite 18 | Blairsville, PA 15717
www.MarzanoEvaluationCenter.com

Updated May 20, 2024

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model *Florida Model*

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	NU	B	D	A	I
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	NU	B	D	A	I
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					
If applicable	Planning Standards-Based Lessons/Units				
	Identifying Critical Content				
	Using Questioning Strategies				
	Facilitating Groups				
	Managing Student Behavior				
	Using Engagement Strategies				

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	NU	B	D	A	I
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	NU	B	D	A	I
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and monitors if the school/district knows the supporting services provided.</i>	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Optional Evidence

Example Instructional Support Member Evidence

- Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school
- Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals
- Communicates goals to appropriate school or district personnel
- References and updates goals and plan for support throughout the year
- Goals confirm knowledge consistent with professional area of responsibility
- Data are used in the planning and goal setting process
- Elicits input from school regarding needed services and support
- Updates records (e.g. data bases, data notebook) to track progress towards implementation of goals and services

Example Implementation Evidence

- Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
- Explains how goals support and align with school and/or district goals
- Explains how their actions and/or activities relate to the goals
- Artifacts support clear communication of goals

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals <i>and monitors if their help supports the school/district achieve goals.</i>	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Optional Evidence

<p>Example Instructional Support Member Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of school/district goals <input type="checkbox"/> Goals to provide services align with and support the school/district goals <input type="checkbox"/> Activities confirm support of school/district goals consistent with professional area of responsibility (e.g. participating in committees, working with student groups, advising) <input type="checkbox"/> Maintains accurate records of support provided that help the school/district achieve goals <input type="checkbox"/> Provides accurate and relevant input to support the school/district
<p>Example Implementation Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts reveal the instructional support member helped individual or groups of students achieve goals <input type="checkbox"/> Artifacts reveal the instructional support member achieved goals to provide supporting services <input type="checkbox"/> Artifacts confirm the instructional support member helped the school/district achieve goals <input type="checkbox"/> Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with the professional area of expertise that helped the school/district achieve goals

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district <i>and monitors if use of available resources provides supporting services to the school/district.</i>	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Optional Evidence

Example Instructional Support Member Evidence

- Resources are identified and reflected in planning documents
- Resources are used to enhance the implementation of goals for supporting services
- Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- Implements appropriate communication and instructional technologies
- Data are used as a resource when planning support
- Resources are used appropriately to support the school/district

Example Implementation Evidence

- Identifies resources implemented within the school community that enhance supporting services
- Artifacts show the use of available resources provided support for the school
- Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- Artifacts demonstrate the use of technology enhanced supporting services

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the specific needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the specific needs of students in the school/district.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of the specific needs of students in the school/district.	Demonstrates knowledge of the specific needs of students in the school/district <i>and monitors if services appropriately support the specific needs of students in the school/district.</i>	Provides evidence of helping others by sharing how they provided services to appropriately support the specific needs of students in the school/district.

Optional Evidence

Example Instructional Support Member Evidence

- Identifies students with specific needs
- Uses data from formative assessments to plan to meet student needs
- Advocates for students who need accommodations and/or modifications to the curriculum
- Seeks appropriate services to help students with specific needs
- Identifies families to assist with learning how to plan and advocate for their student
- Collaborates with other school personnel to help students with specific needs meet achievement goals
- Behaviors indicate value and respect for students with specific needs, interests, and/or backgrounds
- Extinguishes negative comments about students with specific needs, interests, and/or backgrounds
- Demonstrates knowledge of human growth and development
- Recognizes and addresses student needs and interests during interactions

Example Implementation Evidence

- Provides appropriate services to help students with specific needs
- Assists families in learning to plan and advocate for their student
- Provides plans and/or artifacts to support collaboration with other school personnel to help students with specific needs
- Artifacts support identification of students who need special assistance
- Explains how accommodations and/or modifications help address the specific needs of students
- Artifacts demonstrate support of individual students to meet achievement goals
- Artifacts reveal that students receive appropriate modifications or accommodations based on formative data
- Students identify the instructional support member as one who advocates for them
- Artifacts demonstrate students act as self-advocates
- Explains how knowledge of the specific needs of students helps support students in achievement of their goals

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement <i>and</i> monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Optional Evidence

Example Instructional Support Member Evidence

- Identifies students who need help meeting achievement goals, using data
- Advocates for students who need assistance gaining access to critical curriculum
- Provides plans and/or artifacts of helping remove barriers for the benefit of students
- Assists families in learning how to plan and advocate for their student
- Implements adaptations and modifications based on formative assessment data
- Provides instruction to students based on recognition of individual differences
- Assists families in learning to identify barriers
- Collaborates with other school personnel to help students meet achievement goals
- Behaviors indicate value and respect for students who may have barriers to achieving goals
- Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- Artifacts support identification of students who received help meeting their achievement goals
- Explains how removing barriers helped students meet achievement goals
- Explains how removing barriers helped individual students gain equal access to critical curriculum
- Artifacts reveal students have equal access to critical curriculum
- Students identify the instructional support member as one who advocates for them by helping remove barriers
- Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Planning Standards-Based Lessons/Units
(If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Optional Evidence

Example Planning Evidence

- Plans exhibit a focus on the essential standards
- Plans build a progression of knowledge from simple to complex
- Plans identify learning targets aligned to the rigor of required standards
- Plans identify specific instructional strategies appropriate for the learning target
- Plans illustrate how learning will scaffold from an understanding of foundational content to mastery and application of information in authentic ways
- Lessons are planned with teachable chunks of content
- When appropriate, learning targets and unit plans include district scope and sequence
- Plans illustrate how the needs of all students are addressed in the classroom
- When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- When appropriate, plans illustrate how EL strategies are addressed in the classroom

Example Implementation Evidence

- Lesson plans align to grade level standard(s) with targets and use a performance scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- Planned and completed student assignments/work demonstrate grounding in real-world application
- Planned and completed student assignments/work demonstrate how needs of all students have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility.

Element: Identifying Critical Content
(If Applicable)

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Begins the lesson or activity by explaining why upcoming content is important
- Accurately identifies critical content
- Directions and instruction are communicated in clear language
- Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- Cues the importance of upcoming content in some direct and/or indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement
 - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- Describe the level of importance of the content addressed in the lesson or activity
- Explain why it is important to pay attention to the content
- Body language and other visible behaviors indicate students pay attention to the critical content

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Using Questioning Strategies
(If Applicable)

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations)
- Asks students to provide evidence (e.g. prior knowledge, textual evidence) for their elaborations
- Questions require students to apply knowledge and new learning
- Models the process of using evidence to support elaboration
- Models processes and proficiencies to support mathematical elaboration
- Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- Answer detail questions about the content
- Identify characteristics of content-related categories
- Make general elaborations and provide evidence to support
- Identify basic relationships between ideas and how one idea relates to another
- Artifacts/student work demonstrate(s) students can make well-supported elaborative inferences
- Discussions demonstrate students can make well-supported elaborative inferences
- Discussions are grounded in evidence from text, both literary and informational
- Discussions and student work provide evidence of mathematical elaboration

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Facilitating Groups
(If Applicable)

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Establishes routines for student grouping and interaction for the expressed purpose of processing content
- Provides guidance regarding group interactions and critiquing the reasoning of others
- Utilizes assignments or tasks at the appropriate taxonomy level of content
- Provides guidance on one or more interpersonal skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Organizes students into ad hoc groups during individual lessons
- Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to manage controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Explain individual student and/or group thinking about the content

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Managing Student Behavior
(If Applicable)

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Involves students in designing classroom routines and procedures to develop a student-centered classroom
- Actively teaches student self-regulation strategies
- Uses classroom meetings to review and process rules and procedures
- Reminds students of rules and procedures
- Asks students to restate or explain rules and procedures
- Provides cues or signals when a rule or procedure should be use
- Physically occupies all quadrants of the room
- Recognizes potential sources of disruption and deal with them immediately
- Demonstrates openness, respect, and fairness
- Consistently exhibits “withitness” behaviors
- Recognizes and/or acknowledge students or groups who follow rules and procedures
- Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- Follow and explain clear routines during class
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Interact responsibly with teacher and other students
- Demonstrate resiliency
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as “aware of what is going on” or “has eyes on the back of their head”
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility.

Element: Using Engagement Strategies
(If Applicable)

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Optional Evidence

Example Instructional Support Member/Teacher Instructional Techniques

- Takes action or uses specific strategies to re-engage students
- Uses academic games
- Manages response rates
- Uses physical movement
- Maintains a lively pace to manage resources of time and attention
- Uses crisp transitions from one activity to another
- Demonstrates intensity and enthusiasm for the content
- Uses friendly controversy
- Uses technology to increase student engagement
- Provides opportunities for students to talk about themselves as it relates to the content
- Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- Behaviors show awareness that the teacher is noticing students' level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate(s) students are engaged in the critical content

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Domain 3: Continuous Improvement of Professional Practice

Element: Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors <i>and</i> identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Optional Evidence

<p>Example Instructional Support Member Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a reflection process for analysis of specific strengths and weaknesses <input type="checkbox"/> Keeps track of specifically identified focus areas for improvement <input type="checkbox"/> Describes how specific areas for improvement are identified <input type="checkbox"/> Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility <input type="checkbox"/> Explains the differential effects of specific strategies and behaviors that yield results <input type="checkbox"/> Exhibits characteristics of a growth mindset
--

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility.

Element: Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress and demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Optional Evidence

Example Instructional Support Member Evidence
<ul style="list-style-type: none"> <input type="checkbox"/> Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> Identifies research validated instructional strategies as growth goals <input type="checkbox"/> Identifies the data and feedback used to develop a professional growth plan <input type="checkbox"/> Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources <input type="checkbox"/> Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) <input type="checkbox"/> Describes progress toward meeting the goals outlined in the plan as supported by evidence <input type="checkbox"/> Charts progress toward professional growth plan goals and supports with evidence <input type="checkbox"/> Seeks mentorship from experts in area of professional responsibility <input type="checkbox"/> Seeks innovative ways to improve professional practice

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Domain 4: Professional Responsibilities

Element: Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to their area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to their area of expertise.	Demonstrates knowledge of professional practice related to their area of expertise and is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Optional Evidence

Example Instructional Support Member Evidence
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional development opportunities <input type="checkbox"/> Demonstrates knowledge of processes and protocols associated with professional area of expertise <input type="checkbox"/> Demonstrates knowledge of state and federal laws associated with professional area of expertise <input type="checkbox"/> Keeps record of specific situations during which he/she mentored other instructional support members <input type="checkbox"/> Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways <input type="checkbox"/> Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors <input type="checkbox"/> Leads or facilitates professional development activities <input type="checkbox"/> Disseminates information in an accurate manner <input type="checkbox"/> Provides accessibility for professional services to students and school <input type="checkbox"/> Describes specific situations in which he/she has mentored colleagues to share expertise <input type="checkbox"/> Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications)

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility.

Element: Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s) (A4e)	
	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and result in support for learning.</i>	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Optional Evidence

Example Instructional Support Member Evidence

- Works cooperatively with appropriate colleagues to address issues that impact the school
- Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- Describes situations in which he/she interacts positively with colleagues to promote and support learning
- Describes situations in which he/she helped extinguish negative conversations about other colleagues
- Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to family backgrounds
- Uses multiple means and modalities to communicate with families
- Responds to requests for support, and/or assistance promptly
- Respects and maintains confidentiality of student/family information
- Describes instances when he/she interacted positively with students, parents, and/or the community
- Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- Participates as an active member of a Professional Learning Community

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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

Element: Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules <i>and</i> self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Optional Evidence

Example Instructional Support Member Evidence
<ul style="list-style-type: none"> <input type="checkbox"/> Performs assigned duties <input type="checkbox"/> Follows policies, regulations, and procedures <input type="checkbox"/> Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) <input type="checkbox"/> Fulfills responsibilities in a timely manner <input type="checkbox"/> Demonstrates understanding of legal issues related to students and families <input type="checkbox"/> Complies with state and local requirements regarding parental notification and decision-making <input type="checkbox"/> Demonstrates personal integrity <input type="checkbox"/> Ensures privacy and confidentiality <input type="checkbox"/> Protects the rights of students and parents <input type="checkbox"/> Documents specific situations in which he/she adheres to rules and procedures <input type="checkbox"/> Knows and adheres to state code of ethics, professional standards, and code of conduct applicable to the position

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member’s area of responsibility.

Element: Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

Required indicators may be verified during planning and/or reflection conferences, as well as during observation. All required indicators must receive feedback at least once during the year.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Strategy was used incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Optional Evidence

Example Instructional Support Member Evidence
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities and events as appropriate to support students and the school community <input type="checkbox"/> Serves on school and district committees <input type="checkbox"/> Participates in professional development opportunities <input type="checkbox"/> Works to achieve school and district improvement goals <input type="checkbox"/> Intentionally builds positive systems of communication with parents and school community <input type="checkbox"/> Provides record of specific situations in which he/she has participated in school and/or district initiatives <input type="checkbox"/> Describes or shows evidence of participation in school and/or district initiatives <input type="checkbox"/> Exhibits characteristics of a growth mindset

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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