

**Marion County Evaluation Instructional Support Services Personnel Rubrics**  
**(ISP, Curriculum Coordinator, Testing Coordinator, Academic Coaches, Instructional Tech, Activity Director)**

<b>Domain 1: Planning and Preparation</b>				
<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Knowledge of specialty area and trends in professional development is wide and deep; employee is regarded as an expert by colleagues.	Demonstrates thorough knowledge of specialty area and trends in professional development.	Demonstrates basic familiarity with specialty area and trends in professional development.	Demonstrates little or no familiarity with specialty area or trends in professional development.
<b>1b: Demonstrating knowledge of the school's program and levels of teacher skills in delivering that program</b>	Is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.	Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.
<b>1c: Establishing Goals for the program appropriate to the setting and the teachers served</b>	Goals for the program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.	Goals for the program are clear and are suitable to the situation and the needs of the staff.	Goals for the program are rudimentary and are partially suitable to the situation and the needs of the staff.	Has no clear Goals for the program, or they are inappropriate to either the situation or the needs of the staff.

<b>Component</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
<b>1e: Planning the program, integrated with the overall program</b>	Plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Plan is well designed to support teachers in the improvement of their skills.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader Goals.	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>1f: Developing a plan to evaluate the program</b>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Plan to evaluate the program is organized around clear Goals and the collection of evidence to indicate the degree to which the Goals have been met.	Has a rudimentary plan to evaluate the program.	Has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Domain 2: The Environment				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>2a: Creating an environment of trust and respect</b>	Relationships with the employee are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the employee are respectful, with some contacts initiated by teachers.	Relationships with the employee are cordial; teachers don't resist initiatives established by the employee.	Teachers are reluctant to request assistance from the employee, fearing that such a request will be treated as a sign of deficiency.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the employee.	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the employee.	Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
<b>2c: Establishing clear procedures for teachers to gain access to .</b>	Procedures for access to support are clear to all teachers and have been developed following consultation with administrators and teachers.	Has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the employee, they are not sure how to go about it.
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	Has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Has established clear norms of mutual respect for professional interaction.	Efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
<b>2e: Organizing physical space for workshops or training</b>	Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.	Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	The physical environment does not impede workshop activities.	Makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Domain 3: Delivery of Service				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>3a: Collaborating with teachers</b>	Initiates collaboration with classroom teachers locating additional resources from sources outside the school.	Initiates collaboration with classroom teachers .	Collaborates with classroom teachers when employee asked to do so.	Declines to collaborate with classroom teachers.
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
<b>3c: Sharing expertise with staff</b>	The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The employee conducts extensive follow-up work with teachers.	The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	Model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
<b>3d: Locating resources for teachers to support instructional improvement</b>	Is highly proactive in locating resources for skill improvement for teachers, anticipating their needs.	Locates resources for skill improvement for teachers when asked to do so.	Efforts to locate resources for skill improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Fails to locate resources for skill improvement for teachers, even when specifically requested to do so.
<b>3e: Demonstrating flexibility and responsiveness</b>	Is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Makes revisions to the support program when it is needed.	Makes modest changes in the support program when confronted with evidence of the need for change.	Adheres to plan, in spite of evidence of its inadequacy.

Domain 4: Professional Responsibilities				
Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>4a: Reflecting on practice</b>	Reflection is highly accurate and perceptive, citing specific examples. Draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the support program might be improved.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4b: Preparing and submitting budgets and reports</b>	Anticipates and responds to needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.	Budgets are complete, anticipating all expenditures and following established procedures. Reports are submitted on time.	Efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
<b>4c: Coordinating work with others</b>	Takes a leadership role in coordinating projects with others within and beyond the district.	Initiates efforts to collaborate with others within the district.	Responds positively to the efforts of others within the district to collaborate.	Makes no effort to collaborate with others within the district.
<b>4d: Participating in a professional community</b>	Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Relationships with colleagues are cordial, and the employee participates in school and district events and projects when specifically requested.	Relationships with colleagues are negative or self-serving, and the employee avoids being involved in school and district events and projects
<b>4e: Engaging in professional development</b>	Actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as participating in state or national conferences for other employees.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or are required.	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.

Component	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.	Displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Is honest in interactions with colleagues and respects norms of confidentiality.	Displays dishonesty in interactions with colleagues and violates norms of confidentiality.