

## I. Curriculum and Assessment Support

Individually and/or under the direction of the classroom teacher or special educator, the ESP supports the learning and growth of all students.

### Education Support Professionals (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Professional Knowledge</b>	Individually and/or under the direction of the classroom teacher or special educator, demonstrates mastery and understanding of professional content and delivery by continually engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Individually and/or under the direction of the classroom teacher or special educator, demonstrates awareness and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Individually and/or under the direction of the classroom teacher or special educator, demonstrates a limited understanding of professional content and delivery. Has not yet acquired the skills to independently engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Individually and/or under the direction of the classroom teacher or special educator, cannot demonstrate any understanding of professional content and delivery. Has failed to show improvement in acquiring the skills to independently engage students in academic, behavioral, and social/emotional learning experiences.
<b>Child and Adolescent Development</b>	Continually demonstrates awareness and understanding of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enables all students to progress toward meeting intended outcomes	Demonstrates awareness and understanding of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enables all students to progress toward meeting intended outcomes.	Demonstrates a limited awareness and understanding of students' developmental levels and the different ways these students learn or behave. Has limited ability to differentiate learning experiences, support, and/or provide assistance that enables all students to progress toward meeting intended outcomes.	Has limited knowledge of student developmental levels and differentiation. Cannot provide the necessary support needed to assist students.

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<b>Plan Implementation</b>	Individually and/or under the direction of the classroom or special educator implements plans and responds to all relevant individual student needs, and independently includes supports that enable students to meet or exceed the goals or objectives of the plan.	Individually and/or under the direction of the classroom or special educator implements plans and responds to all relevant individual student needs, and includes supports that enable students to meet the goals or objectives of the plan.	Individually and/or under the direction of the classroom or special educator, shows limited ability to implement plans and respond to all relevant individual student needs.	Individually and/or under the direction of the classroom or special educator, does not possess the ability to implement plans and respond to all relevant individual student needs.
<b>Support and Data Collection</b>	Individually and/or under the direction of the classroom teacher or special educator, administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments. Collaborates with classroom teacher or special educator to refine and improve upon these measures.	Individually and/or under the direction of the classroom teacher or special educator, administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments.	Individually and/or under the direction of the classroom teacher or special educator, requires frequent direction in administering assessments and/or collecting data to measure student learning, growth, and/or development.	Individually and/or under the direction of the classroom teacher or special educator, cannot follow through on direction in administering assessments and/or collecting data.



## II. Supporting All Students

## INSTRUCTION

Individually and/or under the direction of the classroom teacher or special educator, the ESP supports the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

### Education Support Professional (ESP):

	<u><b>Exemplary</b></u>	<u><b>Proficient</b></u>	<u><b>Needs Improvement</b></u>	<u><b>Unsatisfactory</b></u>
<b>Quality of Effort and Work</b>	Always reinforces high expectations for student work and behavior, and the perseverance and effort required to produce it.	Consistently reinforces high expectations for student work and behavior, and the perseverance and effort required to produce it.	Requires educator direction to reinforce high expectations for student work and behavior, and the perseverance and effort required to produce it.	Requires constant direction to reinforce high expectations for student work and behavior.
<b>Student Engagement</b>	Always uses instructional and clinical (if applicable) practices that are likely to motivate and engage all students during the lesson, activity, or session.	Consistently uses instructional and clinical (if applicable) practices that are likely to motivate and engage most students during the lesson, activity, or session.	Requires educator direction to use instructional and clinical (if applicable) practices that are likely to motivate and engage students during the lesson, activity or session.	Requires constant educator direction to use instructional and clinical (if applicable) practices that are likely to motivate and engage students during the lesson, activity, or session.
<b>Meeting Diverse Needs</b>	Individually and/or under the direction of the classroom teacher or special educator, constantly uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. Frequently seeks out new ways of meeting those needs.	Individually and/or under the direction of the classroom teacher or special educator, uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Individually and/or under the direction of the classroom teacher or special educator, infrequently uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners	Individually and/or under the direction of the classroom teacher or special educator, fails to use appropriate practices.



## II. Supporting All Students

## LEARNING ENVIRONMENT

Individually and/or under the direction of the classroom teacher or special educator, the ESP supports the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

### Education Support Professional (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Safe Learning Environment</b>	Individually and/or under the direction of the classroom teacher or special educator, consistently reinforces rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where all students are encouraged to take academic risks and modify behaviors that interfere with learning.	Individually and/or under the direction of the classroom teacher or special educator, reinforces rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and modify behaviors that interfere with learning.	Individually and/or under the direction of the classroom teacher or special educator, inconsistently reinforces rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment that allows students to take academic risks and modify behaviors that interfere with learning.	Does not support the teacher's efforts to reinforce rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment that allows students to take academic risks and modify behaviors that interfere with learning.
<b>Collaborative Learning Environment</b>	Individually and/or under the direction of the classroom teacher or special educator, consistently reinforces students' interpersonal, group, and communication skills and provides frequent opportunities for students to learn in groups with diverse peers.	Individually and/or under the direction of the classroom teacher or special educator, reinforces students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Individually and/or under the direction of the classroom teacher or special educator, inconsistently reinforces students' interpersonal, group, and communication skills and seldom provides opportunities for students to learn in groups with diverse peers.	Individually and/or under the direction of the classroom teacher or special educator, fails to reinforce students' interpersonal, group, and communication skills and seldom provides opportunities for students to learn in groups with diverse peers.
<b>Student Motivation</b>	Individually and/or under the direction of the classroom teacher or special educator, supports and encourages learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Individually and/or under the direction of the classroom teacher or special educator, supports learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Individually and/or under the direction of the classroom teacher or special educator, inconsistently supports learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Individually and/or under the direction of the classroom teacher or special educator, fails to support learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.



## II. Supporting All Students

## CULTURAL PROFICIENCY

Individually and/or under the direction of the classroom teacher or special educator, the ESP supports the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

### Education Support Professional (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Respects Differences</b>	Always uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Inconsistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Does not utilize strategies and/or feedback from colleagues that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.
<b>Maintains Respectful Environment</b>	Always anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Inconsistently anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Given support and feedback from colleagues and supervisors, cannot anticipate and/or respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.

## II. Supporting All Students

## EXPECTATIONS

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Clear and High Expectations</b>	Clearly communicates and constantly enforces specific rigorous standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific rigorous standards for student work, effort, and behavior.	Does not communicate specific standards for student work, effort, and behavior on a consistent basis.	Has failed to demonstrate an understanding of clear and high expectations for student work, effort, and behavior.

### III. Professional Culture

### REFLECTION

Individually and/or under the direction of the classroom teacher or special educator, the ESP promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

#### Education Support Professional (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Reflective Practice</b>	Individually and/or under the direction of the classroom teacher or special educator is always reflecting on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and consistently uses insights gained to improve practice and student outcomes.	Individually and/or under the direction of the classroom teacher or special educator regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Individually and/or under the direction of the classroom teacher or special educator is infrequently reflecting on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues.	Does not demonstrate the ability to reflect and improve upon the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues.

### PROFESSIONAL GROWTH AND COLLABORATION

#### Education Support Professional (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Professional Learning and Growth</b>	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities frequently.	Seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Infrequently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Does not pursue ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.



### III. Professional Culture

### PROFESSIONAL RESPONSIBILITIES

Individually and/or under the direction of the classroom teacher or special educator, the ESP promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

#### Education Support Professional (ESP):

	<u>Exemplary</u>	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
<b>Shared Responsibility</b>	Within and beyond the classroom, always reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Has not shown growth in the understanding of school-wide behavior expectations and/or refuses to reinforce these expectations for all students.
<b>Judgment</b>	Consistently demonstrates sound judgment, reflects integrity, honesty, fairness, and trustworthiness, and protects student confidentiality appropriately.	Demonstrates sound judgment, reflects integrity, honesty, fairness, and trustworthiness, and protects student confidentiality appropriately.	Inconsistently demonstrates sound judgment, reflects integrity, honesty, fairness, and trustworthiness, and protects student confidentiality appropriately.	Has repeatedly demonstrated poor judgment, which has been detrimental to integrity, honesty, fairness, and trustworthiness.
<b>Reliability and Responsibility</b>	Always fulfills professional responsibilities; always punctual and reliable with paperwork, duties, and assignments.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments.	Minimally fulfills professional responsibilities.	Unable to fulfill professional responsibilities.
<b>Attendance</b>	Is very rarely late or absent for school.	Is rarely late or absent from school.	Has difficulty with punctuality and attendance.	Is frequently tardy and/or absent