

Standards and Indicators of Effective Practice

Standard I & II: Instructional and Assessment Skills. Promotes the learning and growth of all students by providing high-quality and coherent instructional support, assist in administering authentic and meaningful student assessments, aid in analyzing student performance and growth data, using this data to improve instructional support, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I. Instructional Support Skills: Knows the subject matter well, has a good grasp of child development and how students learn.

II. Assessment Support Skills: Support teachers in using a variety of informal and formal methods of assessments to support in measuring student learning, growth, and understanding to implement differentiated and enhanced learning experiences and improve future instruction. Analyze data from assessments, draws conclusions, and shares them appropriately.

Instructional / Assessment Support Responsibilities	
Indicators	Examples
1. Consistently demonstrates knowledge of how to implement accommodations and modifications as they relate to both the individual students' needs AND grade level curriculum expectations	
2. Provides verbal and/or written feedback to teachers regarding student performance	
3. Assists students in establishing organizational routines and with follow-through on tasks	
4. Consistently uses and models appropriate language in speaking with students, including age-appropriate vocabulary, syntax, grammar and modulates rate/quantity of speech to match students' learning needs	

5. Consistently strives to obtain the working knowledge to provide instructional assistance to individuals or groups of students while in the special education or regular education classrooms.	

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Standard III: Learning Environment and Student Interaction. Promotes 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.

Student Support Responsibilities	
Indicators	Examples
1. Strives to interpret the social, emotional, and behavioral needs of students, implements related accommodations and intervention strategies appropriately, and records anecdotal notes / data, as needed.	
2. Demonstrates capabilities and flexibility to work effectively with a variety of student needs and disability types	

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Standard IV: Professionalism. Promotes the learning and growth of all students through ethical, culturally proficient, skill and collaborative practice.

Professional Responsibilities	
Indicators	Examples
1. Demonstrates and maintains a positive attitude regarding the position and all responsibilities	
2. Punctual to work and attendance is regular	
3. Consistently and actively engages in directives and responsibilities.	
4. Completes job description responsibilities and follows through with directives as requested by Principal and/or Special Education Coordinator or Special Education Teacher	
5. Demonstrates initiative in meeting the needs of students and professional responsibilities; seeks out appropriate administrative personnel when typical or assigned responsibilities are not needed at any point during the day/ week	
6. Displays flexibility and adaptability in meeting job responsibilities	
7. Engages in professional development opportunities provided within district and is able to put new information to daily use.	
8. Maintains professional boundaries with parents, staff and students including confidentiality	

9. Maintains a personal appearance appropriate to the duties and responsibilities of the position, as determined by supervisors.	

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Standard IV: Professionalism. Promotes the learning and growth of all students through ethical, culturally proficient, skilled and collaborative practice.

Communication / Collaboration Responsibilities	
Indicators	Examples
1. Communicates effectively with team members and follows established communication channels/chains of command	
2. Takes the initiative to seek clarification to understand students' disabilities and instructional directives from teachers.	
3. Maintains positive and appropriate rapport, language, and demeanor with students	

4. Regularly checks and responds to e-mail and other job-related communication-correspondence	