



**Instructional Support Staff Rubric - Essential Element 1  
 for Practitioners with Permanent Status**

<b>Essential Element 1</b>	Not Meeting Standards		Approaching			Meeting Standards		
<p><b>Uses established conversation skills to engage the practitioner in collaborative problem solving and reflective thinking to promote self-directed learning that is designed to improve student learning.</b></p>	<p>Unaware of mentoring language protocols.</p> <p>Does not listen attentively.</p> <p>Rarely responds appropriately.</p>	<p>Knows mentoring language protocols and uses them inconsistently.</p> <p>Inconsistently listens attentively and responds appropriately.</p> <p>Inconsistently engages the practitioner in collaborative problem solving.</p>	<p>Regularly uses mentoring language to facilitate positive, productive, reflective conversations and models reflective practice.</p> <p>Regularly applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving that is designed to advance practitioner practice and student learning.</p>	<p>Can clearly articulate what adjustments to make in utilization of mentor strategies and why to make them.</p> <p>Regularly reflects on own practice of using reflective conversations strategies.</p>	<p>Effectively addresses sensitive issues and resistance.</p> <p>Regularly encourages ongoing reflection, critical thinking, and risk taking that is designed to promote self-direction, collaborative problem solving, and improvements in practitioner practice and student learning.</p> <p>Regularly supports colleagues by providing feedback and training in reflective conversations.</p>			



**Instructional Support Staff Rubric - Essential Element 2  
for Practitioners with Permanent Status**

<b>Essential Element 2</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b>Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.</b>	Rarely collaborates with practitioner or utilizes the inquiry cycle of plan, teach, and reflect.	Inconsistently collaborates with the practitioner to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve practice.	Regularly collaborates with practitioner to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve practice.  Regularly uses the inquiry cycle to improve practice and advance student learning.	Regularly models the inquiry cycle by collaborating with the practitioner to design and observe lessons and analyze corresponding student work and observation data designed to improve teaching practice and student learning.	Regularly facilitates opportunities for practitioners to engage in reflection using a gradual release model.



**Instructional Support Staff Rubric - Essential Element 3  
 for Practitioners with Permanent Status**

<b>Essential Element 3</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b>Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions designed to support teacher and student learning.</b>	<p>Lacks a positive relationship with the practitioner.</p> <p>Does not actively listen or maintain confidentiality.</p> <p>Rarely engages the practitioner in taking responsibility for changing their practice.</p>	<p>Inconsistently builds a positive relationship with the practitioner.</p> <p>Occasionally listens actively, shows respect for practitioner’s background and culture, maintains confidentiality, and honors commitments.</p> <p>Occasionally engages the practitioner in taking responsibility for making changes in practice to meet the diverse learning needs of students.</p>	<p>Regularly builds and maintains an effective relationship of trust, caring, respect, and honesty.</p> <p>Regularly engages in ongoing conversations that examine the practitioner’s practice and student learning in ways that support improved practice and student learning.</p>	<p>Regularly fosters and sustains a trusting, caring relationship based on professional honesty and mutual respect.</p> <p>Regularly integrates support for practitioners to take risks in offering respectful opinions about divergent viewpoints in ways that support improved practice and student learning.</p>	<p>Regularly facilitates the practitioner’s ability to analyze complex issues of practice and concerns and take responsible risks to advance practice and support improved student learning.</p>



**Instructional Support Staff Rubric - Essential Element 4  
 for Practitioners with Permanent Status**

<b>Essential Element 4</b>	<b>Not Meeting Standards      Approaching</b>		<b>Meeting Standards</b>		
<p><b>Utilizes knowledge of California Standards for the Teaching Profession (CSTP), Common Core standards, content standards, IEP goals, and/or California Learning Foundations and Framework (CLFF)*, pedagogy, and academic language development to advance teaching practice and student learning.</b></p> <p><b>*For Preschool and Infant-Toddler</b></p>	<p>Rarely uses standards (CSTP, CLFF, IEP goals, Common Core standards, content standards), and/or instructional strategies to guide practitioner planning or student learning.</p> <p>Rarely supports practitioner in planning lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>	<p>Inconsistently uses knowledge of standards and/or instructional strategies to guide practitioner in planning and implementation of standards-based instruction to meet assessed needs of students.</p> <p>Inconsistently supports practitioner in planning lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>	<p>Regularly uses knowledge standards and/or strategies to guide the practitioner in planning, observations, and analysis of student work, based on standards and matched to student outcomes data.</p> <p>Regularly supports practitioner in planning lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>	<p>Regularly guides the practitioner in continued use of standards and selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.</p> <p>Regularly guides practitioner in planning lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>	<p>Regularly facilitates practitioner’s routine to use standards, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on effectiveness of strategies to advance student learning.</p> <p>Regularly facilitates practitioner in planning lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>



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**Instructional Support Staff Rubric - Essential Element 5  
 for Practitioners with Permanent Status**

<b>Essential Element 5</b>	Not Meeting Standards	Approaching	Meeting Standards		
<b>Supports practitioner’s awareness and understanding of culturally responsive pedagogy and addresses issues of equity, language proficiency and cultural background.</b>	Unaware of issues regarding culturally responsive pedagogy and rarely seeks opportunities to develop awareness.	Inconsistently assists the practitioner in identifying issues of bias, cultural equity and differentiated instructional strategies.	Regularly builds practitioner intellectual capacity to reflect on current instructional strategies that address culturally responsive pedagogy and students’ diverse needs.	Regularly and proficiently guides practitioner through reflective conversations that help develop strategies to assess learning needs, issues of inequity, and appropriate instructional strategies.	Consistently customizes/adjusts essential reflective conversations that incorporate teaching experience, current initiatives in culturally responsive pedagogy and practitioner’s growth needs.



**Instructional Support Staff Rubric - Essential Element 6  
 for Practitioners with Permanent Status**

<b>Essential Element 6</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b>Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.</b></p> <p><b>Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.</b></p>	<p>Does not participate in designing, creating or delivering professional learning opportunities/trainings.</p> <p>Does not understand adult learning principles or recognize that participants have different levels of knowledge, experience, interests, and needs.</p>	<p>Inconsistently participates in designing, creating or delivering professional learning opportunities/trainings.</p> <p>Has a basic understanding of adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs and inconsistently utilizes them.</p>	<p>Regularly participates in designing, creating or delivering professional learning opportunities/trainings.</p> <p>Understands adult learning principles and that participants have different levels of knowledge, experience, interests, and needs and regularly utilizes them.</p>	<p>Regularly participates in designing, creating or delivering professional learning opportunities/trainings and reflects on feedback from participants.</p> <p>Regularly adjusts presentation and/or facilitation to respond to and address needs as they arise.</p>	<p>Regularly takes a lead in designing, creating or delivering professional learning opportunities/trainings and reflects on feedback from participants.</p> <p>Regularly integrates thorough knowledge of adult learning principles and research-based practices and strategies in ways that advance practitioner effectiveness.</p>



**Instructional Support Staff Rubric - Essential Element 7  
 for Practitioners with Permanent Status**

<b>Essential Element 7</b>	<p>Not Meeting Standards</p> <p>Approaching</p>		<p>Meeting Standards</p>		
<p><b>Uses evidence of practitioner’s practice to assist in mentoring and planning for on-going professional learning designed to improve practice and advance student learning.</b></p> <p><b>*Consulting Teachers ONLY</b></p>	<p>Does not support practitioner’s efforts at implementation of respective strategies.</p> <p><i>*Does not consider practitioner’s self-assessments and inquiries into practice when planning for mentoring and professional learning.</i></p>	<p>Inconsistently supports the practitioner’s efforts at implementation of respective strategies.</p> <p><i>*Considers practitioner’s self-assessments and inquiries into practice when planning for mentoring and professional learning.</i></p>	<p>Regularly supports practitioner’s efforts at implementation of respective strategies.</p> <p><i>*Regularly uses practitioner’s self-assessments and inquiries to guide mentoring and plan for ongoing professional learning.</i></p>	<p>Regularly collaborates with the practitioner to implement strategies from mentoring and professional learning and to reflect on corresponding improvements in practice and student learning.</p> <p><i>*Regularly uses practitioner’s self-assessments and inquiries to guide mentoring and plan for ongoing professional learning.</i></p>	<p>Regularly engages the practitioner in ongoing reflection on the impact of strategic implementation of strategies from mentoring and professional learning to improve practice and advance student learning.</p> <p><i>*Regularly facilitates the practitioner’s routine use of self assessments and inquiries to target mentoring and seek professional learning to address evolving issues of practice and student learning needs.</i></p>



**Instructional Support Staff Rubric - Essential Element 8  
 for Practitioners with Permanent Status**

<b>Essential Element 8</b>	Not Meeting Standards	Approaching	Meeting Standards		
<p><b>Supports identification, development, and use of appropriate assessments to improve teacher practice and support practitioners in determination of student knowledge, skills, and needs.</b></p>	<p>Does not use or demonstrate an understanding of the role of assessment related to practitioner’s professional development and student outcomes.</p> <p>Rarely supports the practitioner in understanding how the design and implementation of selected assessments impact student demonstration of knowledge, skills, and needs.</p>	<p>Has a general understanding of the role of assessment data related to the practitioner’s professional development and student learning.</p> <p>Inconsistently supports the practitioner in understanding how the design and implementation of selected assessments impact student demonstration of knowledge, skills, and needs.</p>	<p>Has a clear understanding of the role of assessment data related to the practitioner’s professional development and student learning.</p> <p>Regularly supports the practitioner in understanding how the design and implementation of selected assessments and assessment practices impact student demonstration of knowledge, skills, and needs</p>	<p>Regularly engages in professional learning to expand skills, knowledge, and use of data to promote teacher growth and student learning.</p> <p>Regularly supports the practitioner in the effective use of strategies to engage students in setting personal goals and monitoring progress using data from assessments.</p> <p>Regularly collaborates with the practitioner to use pre-assessments, formative practices, and summative assessments to determine student knowledge, skills, and needs to identify immediate needs and next steps for the practitioner and mentor.</p>	<p>Regularly leads professional learning for colleagues to deepen their understanding of limitations and/or potential of various assessment processes and tools.</p> <p>Regularly facilitates the practitioner’s flexible use of a wide range of student assessments that are well matched to the practitioner’s purpose and that accurately demonstrates student’s knowledge, skills, and needs.</p> <p>Regularly collaborates with mentor colleagues in ongoing analysis and reflection on data to gauge and calibrate practitioner progress toward both short and long-term goals and to support student learning.</p>



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