

Specialized Instructional Support Personnel (SISP) Summative

Date:

SISP I. Curriculum, Planning, and Assessment

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Professional Knowledge	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.	Demonstrates sound knowledge 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.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.
Enter Notes				
b) Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.	Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.
Enter Notes				
c) Plan Development	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.
Enter Notes				
d) Well-Structured Lessons	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.
Enter Notes				
e) Variety of Assessment Methods	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.
Enter Notes				
f) Adjustment to Practice	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.
Enter Notes				
g) Analysis and Conclusions	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.

f) Sharing Conclusions with Colleagues	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.
Enter Notes				
g) Sharing Conclusions with Students and Families	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.	Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.
Enter Notes				

Category Rating: I. Curriculum, Planning and Assessment ▲				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				

SISP II. Teaching All Students ▲				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Quality of Effort and Work	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.	Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.
Enter Notes				
b) Student Engagement	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.
Enter Notes				
c) Meeting Diverse Needs	Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.	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.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	Uses limited and/or inappropriate practices and/or supports to accommodate differences.
Enter Notes				
d) Safe Learning Environment	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role--individually and collectively--in preventing behaviors that interfere with learning. Is able to model this element.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.
Enter Notes				
e) Collaborative Learning Environment	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective
Enter Notes				
f) Student Motivation	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.
Enter Notes				
g) Respects Differences	Establishes an environment in which students respect and affirm their own and others' differences and are	Consistently uses strategies and practices that are likely to enable students to demonstrate	Establishes an environment in which students generally demonstrate respect for individual differences.	Establishes an environment in which students demonstrate limited respect for individual

supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.

respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.

differences.

[Enter Notes](#)

h) Maintains Respectful Environment

Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.

Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.

Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.

Minimizes or ignores conflicts and/or responds in inappropriate ways

[Enter Notes](#)

i) Clear Expectations

Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.

Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.

May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.

Does not make specific standards for student work, effort, interactions, and behavior clear to students.

[Enter Notes](#)

j) High Expectations

Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.

Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.

May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort.

Gives up on some students or communicates that some cannot accomplish challenging goals.

[Enter Notes](#)

k) Access to Knowledge

Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.

Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.

Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.

Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.

[Enter Notes](#)

Category Rating II. Teaching All Students

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory

[Enter Notes](#)

SISP III. Family and Community Engagement

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Parent/Family Engagement	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.	Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.
Enter Notes				
b) Learning Expectations	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	Does not inform parents about learning, behavior, and/or wellness expectations
Enter Notes				
c) Student Support	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.
Enter Notes				
d) Two-Way Communication	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.s immediately and successfully with family concerns.	Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.
Enter Notes				
e) Culturally Proficient Communication	Always communicates respectfully with families and	Always communicates respectfully with families and demonstrates	May communicate respectfully and make efforts to take into account	Makes few attempts to respond to different family cultural norms

demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

understanding of and sensitivity to different families' home language, culture, and values.

different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.

and/or responds inappropriately or disrespectfully.

[Enter Notes](#)

Category Rating: III. Family & Community Engagement

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory

[Enter Notes](#)

SISP IV. Professional Culture

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Reliability	Is punctual and reliable with paperwork, duties, and assignment; keeps accurate and timely records. Is often willing to help out when situations arise.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records.	Occasionally skips assignments, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, makes errors in records, and misses paperwork deadlines.
Enter Notes				
b) Professionalism	Demonstrates professional demeanor in words, action and appearance; always observes appropriate boundaries.	Demonstrates professional; maintains appropriate boundaries.	Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.	Is unprofessional in words, action and appearance; violates boundaries.
Enter Notes				
c) Judgment	Is ethical, uses sound judgment, maintains confidentiality, and follows procedural safeguards. Promotes an atmosphere of sound judgment.	Is ethical, uses sound judgment, maintains confidentiality, and follows procedural safeguards.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information when inappropriate.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information when inappropriate.
Enter Notes				
d) Collaboration	Frequently contributes valuable ideas, expertise and actions; instills in others a desire to improve student learning.	Is a positive team player and contributes ideas, expertise and actions to improve student learning.	Occasionally suggests an idea aimed at improving student learning.	Rarely, if ever, contributes ideas that might help improve student learning.
Enter Notes				
e) Openness	Actively seeks and responds constructively to feedback for improvement.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and/or feedback.	Can sometimes be defensive and may not respond constructively to suggestions and/or feedback.	Is defensive about feedback and is not open to suggestions and/or feedback.
Enter Notes				
f) Growth	Actively seeks new ideas and practices from colleagues, workshops and other sources. Engages with colleagues to innovate practices.	Is open to new ideas and practices from colleagues, workshops, and other sources. When appropriate, makes changes to practice.	Does not implement new ideas on their own, but can occasionally be persuaded to try out new practices.	Does not respond to ideas for improving teaching and learning.
Enter Notes				

Category Rating: IV. Professional Culture

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory

[Enter Notes](#)

Overall Performance Rating

Overall Performance Rating (Must be Proficient in all categories to mark Proficient overall)

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory

[Enter Notes](#)

Progress Toward Goals (please check one)

- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator made significant progress and should continue working as discussed.
- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator did NOT make significant progress on the goals. The evaluator will outline at the Fall goal-setting meeting what steps the educator should take next year to better meet the goals.
- The evaluator believes major growth is needed in the areas outlined below in order for the educator to meet expectations and continue on a self-directed growth plan throughout the course of the following year.

Growth needed (if checked above)

Notes from meeting (optional)

Plan Moving Forward (please check one)

- Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan
- Developing Educator Plan (All Non-PTS)