

Amphitheater Performance Evaluation System

Curriculum & Instructional Support Specialist (CISS) Evaluation Instrument

Our Vision
 Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission
 To empower all students to become contributing members of society equipped with the skills, knowledge and values necessary to meet the challenges of a changing world.

We Value
 Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

- We Believe**
- ❖ All students can learn and achieve;
 - ❖ Everyone has unique strengths, talents, and needs;
 - ❖ All students and staff should be responsible for and dedicated to educational excellence;
 - ❖ Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
 - ❖ The school community deserves a safe and caring environment;
 - ❖ Our actions reflect our values and dedication to meet student needs fairly and equitably;
 - ❖ Ample resources are essential to accomplish the Mission.

CISS Name	School Year	CISS Sites		
Evaluator Name	Date Initiated	Date(s) Reviewed		

- ✓ As a result of the evaluation process, CISS and evaluators should focus on accelerating and continuing individual CISS growth.
- ✓ Professional goal(s) should be individualized to the needs of the CISS and should specifically relate to areas of refinement/growth as identified in past CISS evaluations, if applicable.
- ✓ The evaluator and CISS should have collaborative and ongoing discussions related to activities aligned to the goals.

- Evaluation Process:**
- By the end of the first quarter, the CISS will conduct a start of year self-assessment in each domain.
 - The CISS will rate themselves on each indicator and then provide a written summary of their strengths and focus areas under each domain.
 - The reflection question is answered which will lead to the SMART goal(s) and Evidence Indicators for the CISS for the current school year.
 - The CISS submits the self-evaluation to the administrator during the pre-conference; a signature by both indicates agreement.
 - The administrator and CISS will regularly discuss progress towards the Professional Goal(s) and Evidence Indicator(s) during the school year.
 - At any time during the year, if the situation arises in which there is a concern regarding the performance of the CISS, the administrator will meet with the CISS and together they will develop a support plan.
 - Before April 15, the CISS will complete an end of year self-assessment with written summary of growth under each domain and an assessment of achievement of Professional Goal(s).
 - Before April 15, the administrator and CISS will have a post-conference during which the CISS will share the end of year self-assessment.
 - Three copies of the final evaluation are made. (e.g., original to CISS, copy to administrator, copy to personnel file)

Domain 1: Planning and Preparation

The following rubrics for CISSs are aligned with the four domains of the Danielson Framework for Teaching.

Components	Levels of Performance			
	Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
1a: Demonstrates understanding of cognitive coaching and instructional best practices	CISS demonstrates little or no understanding of the critical concepts and content of the discipline(s).	CISS demonstrates limited understanding of the critical concepts and content of the discipline(s) and of the range of proven strategies to effectively provide the instructional support services.	CISS demonstrates solid understanding of the critical concepts and content of the discipline(s) and of a range of research-based practices to provide the instructional support services.	CISS demonstrates extensive understanding of the critical concepts and content of the discipline(s) and of an extensive range of research-based practices and strategies to provide the instructional support services.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS demonstrates understanding of the research-based theories of the discipline. • CISS articulates the critical concepts of the discipline. • CISS demonstrates knowledge of a range of research-based practices to inform the improvement efforts. • CISS has a firm understanding of the knowledge base of the discipline. 			
1b: Identifies the instructional improvement needs of the mentees served	CISS has little to no knowledge of the instructional improvement needs of the mentees served.	CISS has limited knowledge of the mentees' instructional improvement needs, instructional support services.	CISS knows the instructional improvement needs of the mentees served.	CISS proactively seeks additional knowledge about each mentee's instructional improvement needs to understand how to best support mentees in implementing the school's programs.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS has observed the instructional practices relative to a research-based framework. • CISS has identified the levels of performance of the mentees relative to the framework. • CISS collects and analyzes instructional data through walkthroughs. • CISS assesses instructional improvement needs relative to the demands of the school programs. 			
1c: Identifies clear, specific, and appropriate goals for the instructional support of each mentee based on observation and/or mentee input	CISS's goals are either inappropriate or unclear. The goals do not align with the mentees' needs.	CISS's goals are partially defined and/or minimally aligned with mentees' needs for instructional support.	CISS's goals are clear, specific, and appropriate for the needs of the mentees and the school program. Mentees accept and endorse the goals.	CISS's goals have been designed in collaboration with most mentees and are tightly aligned with most mentees' instructional needs.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS's instructional goals are clearly defined. • CISS's goals are aligned with the needs of the mentees. • CISS's goals are appropriate for the school program. • Mentees indicate they understand the CISS's goals. 			
1d: Identifies resources for the instructional support program that are available within and also outside the school/district	CISS does not identify resources to support the instructional support program.	CISS has limited knowledge of resources within the school and district that can be used to improve mentees' instructional skills.	CISS can readily identify appropriate human and material resources within the school and district, or beyond, that can help mentees build their instructional capacity.	CISS proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the mentees. Mentees share their knowledge of external resources with the CISS.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS describes mentees' strengths and areas in need of instructional support. • CISS identifies necessary human and material resources for the instructional support program. • CISS identifies where these resources are located. • Mentees describe the resources they need to meet their instructional improvement goals. 			
1e: The CISS draws upon the mentee's background experience in planning for next steps in professional learning	CISS does not take the initiative to become familiar with mentee's experience or background.	CISS is familiar with mentee's background experiences and uses the knowledge when planning with the mentee.	CISS is familiar with mentee's background experiences and uses the knowledge when planning with the mentee. CISS uses knowledge of mentee's background experiences to help mentee address challenges and obstacles.	CISS guides conversations in a manner that acknowledges and draws upon mentees background experience, including the level of knowledge and skill acquired in ongoing professional development; shows understanding of the unique context, obstacles and challenges faced by the mentee on an ongoing basis.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS has developed a clear plan to assess the implementation and impact of the instructional support program. • The planned assessment focuses on both the processes and the outcomes of the support program. • Assessment data is shared and discussed. 			

	• Assessment data is used to inform program revisions and improvement.			
Scoring for Domain 1:	# "Unsatisfactory" Ratings x 1 =	# "Basic" Ratings x 2 =	# "Proficient" Ratings x 3 =	# "Distinguished" Ratings x 4 = Total Possible Points = 20
Summary Statement for Domain 1:				

Domain 2: Environment

Components	Levels of Performance			
	Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
2a: Creates a respectful and emotionally safe culture that promotes collaboration	CISS has not created an environment where mentees feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice.	Many mentees participate in professional learning (within the classroom and/or outside of the classroom) initiated by the CISS, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction. Mentees indicate that they feel relatively safe participating in the professional learning developed by the CISS.	Most mentees participate in professional learning (within the classroom and/or outside of the classroom) initiated by the CISS. Some mentees initiate contacts with the CISS to seek support for collaborative efforts to improve instructional practices. Mentees indicate that the instructional improvement efforts are respectful and responsive.	Mentees work collaboratively with the CISS to co-develop and participate in improvement-focused professional learning (within the classroom and/or outside of the classroom). Mentees indicate that their contributions are respected and valued, promoting a culture of collaboration.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Instructional improvement efforts take the social and emotional needs of mentees into consideration. • CISS ensures the planned work is flexible, to be able to respond to mentees' needs. • The program acknowledges and respects the existing knowledge and skills of the faculty. • CISS ensures all mentee conversations are confidential. 			
2b: Promotes a culture of continuous instructional improvement	CISS does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event.	CISS's attempts to build a culture of continuous improvement are mixed. Some mentees acknowledge the importance of continuous improvement and accept support from the CISS.	CISS creates a culture in which continuous improvement is acknowledged as critical work for mentees. Mentees feel comfortable in reaching out for support in their instructional improvement efforts.	Most mentees initiate instructional improvement efforts, working collaboratively with the CISS to define the goals, processes, and methods to measure the degree of implementation and impact of the observation/coaching cycle.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS helps to promote a "good to great" mentality in the school. • CISS keeps the focus on continuous improvement to engage mentees in the work. • CISS promotes a culture in which questions and requests for support are invited and valued. • Mentees seem comfortable requesting and receiving help. 			
2c: Develops processes and procedures for mentees to participate in support activities	No processes or procedures are in place. Mentees do not know how to access the services provided by the CISS.	Mentees have a limited understanding of how to access services offered by the CISS. Processes and procedures lack the specificity necessary to guide mentees.	Clear processes and procedures are in place to guide mentees in understanding how to access each of the services provided by the CISS. Mentees understand the procedures and use them to access services.	Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the mentees.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Processes and procedures are clearly defined. • Mentees can describe how to access instructional support services. • Mentees access desired services using the established procedures. • CISS promotes understanding and use of the processes and procedures. 			
Scoring for Domain 2:	# "Unsatisfactory" Ratings x 1 =	# "Basic" Ratings x 2 =	# "Proficient" Ratings x 3 =	# "Distinguished" Ratings x 4 = Total Possible Points = 12
Summary Statement for Domain 2:				

Domain 3: Delivery of Services

Levels of Performance				
Components	Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
3a: Collaborates with mentees to design rigorous, standards-based classroom instruction	CISS does not collaborate with mentees in designing classroom instruction.	CISS provides limited support to mentees in designing classroom instruction. The support is often more cooperative than collaborative.	CISS promotes and engages in collaborative efforts to work with mentees to design standards-based classroom instruction.	Mentees take the initiative to work with CISS to design classroom instruction that is standards-based, rigorous, and engaging.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Mentees are comfortable discussing their instructional plans with the CISS. • CISS collaborates with mentees to design lesson plans. • CISS collaborates with mentees to develop unit plans that incorporate aspects of the CISS's academic discipline. • CISS collaborates with mentees to ensure rigorous instruction. 			
3b: Addresses the instructional improvement needs of the mentees served	The instructional improvement support delivered by the CISS is of poor quality and does not address the needs of the mentees served.	The instructional improvement support designed and delivered by the CISS is of mixed quality, addressing the needs of a limited number of the mentees served.	The instructional improvement support designed and delivered by the CISS is of good quality and appropriately addresses the needs of the most mentees served.	The instructional improvement support designed and delivered by the CISS is of high quality and is tightly aligned with the needs of the mentees served.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Mentees state that the instructional improvement services are appropriate for their needs. • Instructional improvement support—workshops and modeling—are high quality. • CISS uses observational data to inform the development of the instructional support offered. • CISS ensures a tight fit between mentees' instructional improvement needs and the instructional support provided. 			
3c: Engages mentees in learning new instructional strategies and practices	CISS is not successful in promoting professional learning. Mentees do not take part in professional learning.	CISS has limited success in promoting opportunities for professional learning. Some mentees engage in the professional learning provided.	CISS successfully engages mentees in learning new instructional strategies and practices. Mentees participate in the professional learning.	CISS and most mentees collaborate on identifying topics for professional learning about instructional strategies and practices. Mentees are highly motivated participants in ongoing professional learning.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Mentees welcome and engage in the professional learning opportunities. • Attendance/service records attest to the participation of mentees. • Walkthrough data focuses on changes in instructional practice over time. • CISS schedules mentees for in-classroom support as they implement the new strategies and practices. 			
3d: Provides responsive professional support	CISS offers a rigid approach to professional support that is followed regardless of impact or appropriateness.	CISS sometimes modifies plans/approaches in response to mentee requests or evident needs.	CISS provides responsive services by adapting and adjusting plans for services as mentee needs and interests change.	CISS solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of mentees. Services are adapted as needed to ensure responsiveness.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS has evidence of the emerging needs of the mentees. • CISS reviews progress and adjusts the program plan as needed. • Mentees have scheduled meetings to discuss their professional support interests and needs. • Mentees believe the services are responsive. 			
3e: CISS Provides relevant and timely feedback to mentees	There is little or no feedback given to mentees regarding their professional growth. Mentees do not appear to be aware of their professional learning goals and do not engage in self-assessment. Feedback consists mostly of the CISS telling how he or she would handle a situation or is not supportive of the candidate's current context.	Mentees are aware of their learning goals, but feedback to mentees is minimal and inconsistent. CISS feedback to the mentee is based on information gathered without observation. The focus of feedback is completing documents. The CISS provides positive feedback, reinforcing "best practices."	CISS provides timely and consistent feedback to mentees based on clearly communicated goals for professional growth. The feedback is designed to increase the mentee's skills by reinforcing "best practices" that are observed. Feedback also includes reflective questions centered on areas for improvement.	CISS integrates multiple types of evidence, including mentee's self-assessments, to provide timely and consistent feedback to mentees regarding their professional growth. CISS works with mentees to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement.

Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Mentees are aware of their own professional learning goals. • CISS provides written or oral feedback to mentees within a few days of interacting with the mentee. • Feedback is organized around clearly communicated goals for professional growth. • Feedback is based on evidence and data collected during the interaction. 			
3f: CISS uses the coaching cycle/reflective conversation to help mentees grow professionally.	The CISS does not actively practice in coaching cycle/reflective conversation with the mentee. CISS is not comfortable using reflective conversations.	The CISS pays close attention to mentee during coaching cycle/reflective conversation and responds with appropriate reflective statements. CISS guides mentee in solving own problems & may use reflective prompts.	The CISS has effective practices and is comfortable with coaching cycle/reflective conversation. CISS uses them in a positive way to focus mentee on their own practice & suggests strategies that assist mentee in problem solving.	The CISS imbeds strategies in coaching/reflective conversations that support mentee in becoming an independent decision maker. CISS supports continuous reflection and collaborative problem solving which empowers mentee to employ reflective practice without prompting.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS has evidence of the emerging needs of the mentees. • CISS reviews progress and adjusts the program plan as needed. • Mentees have scheduled meetings to discuss their professional support interests and needs. • Mentees believe the services are responsive. 			
Scoring for Domain 3:	# "Unsatisfactory" Ratings x 1 =	# "Basic" Ratings x 2 =	# "Proficient" Ratings x 3 =	# "Distinguished" Ratings x 4 = Total Possible Points = 24
Summary Statement for Domain 3:				

Domain 4: Professional Responsibilities

Components	Levels of Performance			
	Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
4a: Reviews and reflects on practice to inform improvement	CISS either does not review the counseling practice or provides inaccurate recommendations for improvement.	CISS's reflections are vague, informing recommendations for improvement that are too global to be actionable.	CISS accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes. Recommendations for improvement are specific and focused on program improvement.	CISS's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. CISS's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS provides written recommendations for improving the instructional support program. • Challenges are fully defined and actionable recommendations are provided to address these. • Successes are shared with the broader community. • Mentees share their recommendations for improvement. 			
4b: Coordinates improvement efforts with other CISS staff.	CISS tends to work in isolation, not coordinating improvement efforts in any way with other CISSs at the school or within the district.	CISS is inconsistent in coordinating improvement efforts with other CISSs at the school or within the district, inhibiting a common vision and aligned focus for the work.	CISS consistently coordinates improvement efforts with other CISSs at the school or within the district, creating a single vision of effective instruction and a clear and aligned approach to leveraging this.	CISS seeks opportunities to coordinate improvement efforts with other CISSs at the school or within the district and with other stakeholders, including external stakeholders, who can provide support for the improvement work.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISSs meet as a community of practitioners to share information about their work. • School-based CISSs schedule common time for joint planning and discussions. • CISSs align their individual work with the overarching school goals. • CISSs develop a common vision of effective instruction to guide their work. 			
4c: Enhances professional capacity through ongoing professional learning	CISS does not participate in professional learning.	CISS participates only in professional learning required by the district or state. CISS makes limited attempts to share the professional learning with school staff.	CISS seeks professional learning opportunities, including coaching, to improve professional practice. CISS schedules opportunities to share the professional learning with colleagues.	CISS seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. CISS applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.

Sample Indicators of Proficiency	<ul style="list-style-type: none"> • CISS participates in a range of professional learning to expand and enhance professional knowledge and skills. • CISS creates opportunities for informal sharing of the new professional knowledge and skills. • CISS attends local and national conferences/workshops to explore cutting-edge thinking. • CISS visits other schools to learn new approaches to instructional improvement. 			
4d: Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality	CISS violates mentees' confidentiality and acts with low levels of integrity. Mentees do not trust this CISS.	CISS is inconsistent in honoring both confidentiality and professional integrity. Mentees have low levels of trust in this CISS.	CISS frames all professional interactions with high standards of professional honesty, integrity, and confidentiality. Mentees trust this CISS.	CISS is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school. Most mentees seek out and trust this CISS.
Sample Indicators of Proficiency	<ul style="list-style-type: none"> • Mentees voice their trust in the CISS. • CISS is known to operate with a high degree of integrity. • Mentees are comfortable that their discussions will be confidential. • CISS demonstrates professionalism in all aspects of the work. 			
Scoring for Domain 4:	# "Unsatisfactory" Ratings x 1 =	# "Basic" Ratings x 2 =	# "Proficient" Ratings x 3 =	# "Distinguished" Ratings x 4 = Total Possible Points = 16
Summary Statement for Domain 4:				

Which domain(s) or indicator(s) would you like to target for your own professional development? Why?	
<u>Professional Goal(s)</u> Addressed by the evaluator as appropriate for this CISS at the beginning of each school year Ensure the goal(s) meet SMART criteria: S – Specific (What do I want to measure?) M – Measurable (How am I going to measure it?) A – Attainable (Is this a reasonable goal?) R – Results-oriented (What will my goal look like when I've reached it?) T – Time-Bound (When will I reach my goal?)	<u>Evidence Indicators</u> What will show your progress toward the goal? What will show your achievement of the goal? <i>(Include tentative deadlines if applicable)</i>
Professional Growth Goal(s):	Evidence Indicator(s):
Fall Self-Assessment:	Spring Self- and Overall-Assessment:
Sum of Available Points = _____ Total Available Points 72	Sum of Available Points = _____ Total Available Points 72

CISS: _____ Date: _____

CISS: _____ Date: _____

Administrator: _____ Date: _____

Administrator: _____ Date: _____

End of Year Comments

CISS:

Administrator: