

2021-2022 Columbus City Schools (CCS) Licensed Support Professional Performance Evaluation Rubric

Through the collaborative Licensed Support Professional (LSP) process, the *Licensed Support Professional Performance Evaluation Rubric* is used to promote educator professional growth that leads to improved performance. This process allows for feedback, support, and reflection as determined by the gathered evidence and ratings on the rubric. In CCS, the rating process is to occur on completion of each conference, observation, and walkthrough for timely feedback. To determine the ratings, the evaluator is to consider evidence collected during each event. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all *indicators* for each event or observation cycle. Likewise, LSPs may, but are not required to, provide additional pieces of evidence to address *indicators*. Additional discussion of the evidence can occur during conferences. By the end of the full evaluation period, evaluators should have provided ratings for each component of the rubric based on sufficient evidence for LSPs on a full cycle. At that time, LSP performance is scored holistically. This means evaluators will assess which level provides the best *overall* description of the LSP.

| Management and Planning | | | | | |
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| DOMAIN | COMPONENT | <i>Ineffective</i> | <i>Developing</i> | <i>Skilled</i> | <i>Accomplished</i> |
| 1. Organize and Manage | Time | The professional is unable to prioritize time or tasks and is unable to identify any course of action. | The professional inconsistently prioritizes time and tasks and may identify a course of action that may not be appropriate. | The professional prioritizes time and tasks and is able to identify an appropriate course of action based upon federal, state and local initiatives. | The professional prioritizes time and tasks and is able to identify and create an appropriate course of action based upon federal, state, and local initiatives. |
| | Task | The professional exhibits lack of appropriate goal to task connection. | The professional is able to identify his/her goal(s) and demonstrates some strategies, content, and delivery related to those goals. | The professional demonstrates specific strategies, content, and delivery related to measurable goals and tasks. | The professional is able is plan for and articulate specific strategies, content, and delivery related to measurable goals and tasks and is able to make connections to other initiatives. |

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| | Data Driven Decision Making | The professional is unable to identify diagnostic, formative, and summative evidence/data to inform planning of practice. | The professional is able to identify some diagnostic, formative, and summative evidence/data and unable to connect the data/evidence to inform planning of practice. | The professional is able analyze varied diagnostic, formative, and summative evidence/data to inform planning of practice. | The professional is able analyze varied diagnostic, formative, and summative evidence/data to inform planning and construct appropriate interventions as well as assist others in making data driven decisions. |
| 2. <u>Knowledge of Content</u> | Content/Professional Standards | The professional's planning/organization is deficient in specialized content knowledge and is unable to align content knowledge, practice, with federal, state, and local guidelines/initiatives. | The professional's planning/organization identifies the alignment between knowledge and practice and the connection between content knowledge, practice, with federal, state, and local guidelines/initiatives. | The professional's planning/organization demonstrates the alignment between knowledge and practice and can link content knowledge, practice, with federal, state, and local guidelines/initiatives. | The professional's planning/organization will make meaningful and relevant connections between knowledge and practice that explicitly links content knowledge, practice, with federal, state, and local guidelines/initiatives. The professional will assist other colleagues in making these connections. |
| 3. <u>Knowledge of Context</u> | District Initiatives | The professional is unable to identify district initiatives in planning/organization and/or does not see any connection to role. | The professional inconsistently aligns role to district initiatives in planning/organization. | The professional aligns role performance in planning/organization in support of district initiatives. | The professional has a clear and complete understanding of district initiatives and his/her role within them. The professional uses this knowledge to frame work from a local to global perspective and assists others with this work. |

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| | Infrastructure and Protocols | The professional follows local, state, and federal organizational guidelines, and inconsistently follows professional standards, systems, and protocols. | The professional follows local, state, and federal organizational guidelines, and professional standards, systems and protocols. | The professional successfully utilizes and navigates professional, local, state, federal organizational guidelines, and professional standards, systems and protocols. | The professional empowers others to utilize and navigate professional, local, state, and federal organizational guidelines, and professional standards, systems and protocols. |
| | Culture and Climate | The professional does not establish an environment that is fair, respectful, supportive, safe, and inclusive. | The professional inconsistently establishes an environment that is fair, respectful, supportive, safe, and inclusive. | The professional consistently establishes an environment that is fair, respectful, supportive, safe, and inclusive. | The professional models an environment that is fair, respectful, supportive, safe, and inclusive. The professional successfully empowers constituent growth. |
| 4. <u>Knowledge of Constituents</u> | Diversity | The professional cannot identify strategies to support diverse populations. | The professional supports diverse populations by consistently treating constituents with fairness, respect, and support. | The professional plans and utilizes culturally relevant strategies, content, and delivery that will meet the needs of individual constituents and groups. | The professional plans and utilizes culturally relevant strategies, content, and delivery that will meet the needs of individual constituents and groups. The professional plans to empower constituent growth and models behavior for others. |
| | Assets and Needs | The professional does not collect accurate constituent data/evidence and/or may not connect the evidence to specific strategies and plans. | The professional collects constituent data/evidence but inconsistently uses this information to develop specific strategies and plans. | The professional's analysis of constituent data/evidence (development, backgrounds, prior experiences, etc.) accurately connects the data/evidence to specific strategies and plans. | The professional's analysis of constituent data/evidence contributes to the growth of district initiatives. The Professional actively mentors colleagues in effective data analysis used in planning. |

Delivery and Impact

| DOMAIN | COMPONENT | <i>Ineffective</i> | <i>Developing</i> | <i>Skilled</i> | <i>Accomplished</i> |
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| 5. <u>Constituent Support</u> | Respect and Rapport | There is little or no evidence of a positive rapport between the professional and constituents. | The professional is fair in the treatment of constituents and establishes a basic rapport with them. | The professional has positive rapport with constituents and demonstrates respect for and interest in their experiences, thoughts, and opinions. | The professional has positive rapport with constituents and demonstrates respect for and interest in their experiences, thoughts, and opinions, being cognizant of the uniqueness of the individual. The accomplished professional models positive interpersonal relations and maintains on-going relationships. |
| | Linkage to Relevant Support Agencies/Resources/ Personnel | The professional rarely seeks resources to support constituents. | The professional identifies and seeks individuals, agencies, and resources to support constituents from limited sources. | The professional seeks, identifies, and collaborates with individuals, agencies, and resources to develop and/or enhance the networks available to support constituents. | The professional seeks, identifies, and collaborates with individuals, agencies, and resources to develop and enhance the networks available to support constituents. The professional actively assists colleagues in collaborating with relevant agencies/resources/ personnel. |

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| 6. <u>Communication</u> | On-going | The professional creates an environment that allow for little or no communication with constituents. | The professional welcomes communication from constituents and replies in a timely manner. | The professional engages in two-way communication to support constituent learning. | The professional engages in two-way, on-going communication with constituents that results in active partnerships that contribute to constituent learning and development. |
| | Clear, Coherent, Precise and Appropriate | The professional's communications are unclear, incoherent, or inaccurate and are generally ineffective. The communication's language is inappropriately matched to the constituents and discourages independent or creative thinking. | The professional's communications are accurate and generally clear but the professional might not fully clarify strategies and some communication language might be inappropriately matched to the constituents leading to confusion. | The professional's communications are clear, coherent, and precise and communication language is appropriate for the constituents. The communication strategies are designed to actively encourage independent, creative, and critical thinking. | The professional's communications are clear, coherent, and precise and communication language is appropriate for the constituents. The communication language is designed to actively encourage independent, creative, and critical thinking. The professional actively assists colleagues with communication strategies and language. |
| 7. <u>Differentiated Practice</u> | Need-based | The professional doesn't attempt to match strategies or materials to individual constituents' needs. | The professional relies on one strategy or set of materials to meet the individual constituents' needs. | The professional matches strategies, materials, and pacing to constituents' individual needs. | The professional matches strategies, materials, and pacing to constituent's individual needs. The professional actively mentors colleagues. |

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| | Culturally Relevant | The professional cannot identify strategies to support diverse populations. | The professional supports diverse populations by consistently treating constituents with fairness, respect, and support. | The professional supports diverse populations by utilizing culturally relevant practices to treat constituents with fairness, respect, and support. | The professional supports diverse populations by utilizing culturally relevant practices to treat constituents with fairness, respect, and support. The professional successfully empowers constituent growth. |
| | Research/Evidence-Based | The professional rarely uses research-based materials and information. | The professional inconsistently uses research-based materials and information. | The professional utilizes research-based materials and information to reinforce best practices. | The professional utilizes research-based materials and information to reinforce best practices and successfully empower constituent growth. |
| 8. <u>Use of Data/Evidence</u> | Responsive Services | The professional rarely uses data to differentiate delivery of services to constituents. | The professional inconsistently uses data to differentiate delivery of services to constituents. | The professional consistently uses data to effectively differentiate delivery of services to constituents. | The professional consistently uses data to effectively differentiate delivery of services to constituents and contribute to the development of colleagues. |
| | Formative Evaluation | The professional rarely uses data/evidence to evaluate constituents and situations. | The professional inconsistently uses data/evidence to evaluate constituents and situations that may or may not inform future practices while maintaining confidentiality. | The professional consistently uses data/evidence to evaluate constituents and situations to inform future practices while maintaining confidentiality. | The professional consistently uses data/evidence to evaluate constituents and situations to inform future practices and to empower constituent growth while maintaining confidentiality. |

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| 9. <u>Evaluation and Impact</u> | Analysis of Constituent Data | The professional rarely analyzes assessment data to reflect on effectiveness of services. | The professional inconsistently analyzes assessment data to reflect on effectiveness of services. | The professional consistently analyzes assessment data to reflect on effectiveness of services. | The professional consistently analyzes assessment data to reflect on effectiveness of services, empower constituent growth, and mentor colleagues. |
| | Accurately Connects Data to Practice | The professional rarely uses assessment results to reflect on practices. | The professional inconsistently uses assessment results and often sees little connection between data/evidence and practice. | The professional uses assessment results to reflect on the connection of data/evidence to practices in order to monitor strategies and behaviors in relation to constituent success. | The professional uses assessment results to reflect on the connection of data/evidence to practice in order to monitor strategies and behaviors in relation to constituent success. The professional uses assessment results to contribute to the empowerment of constituents and mentor colleagues. |
| | Checks for Accuracy and Makes Changes as Needed | The professional rarely uses assessment results to check for accuracy of practices. | The professional uses assessment results inconsistently to check for accuracy of practices; with adjustments appearing disorganized and/or unpredictable. | The professional consistently uses assessment results to check for accuracy of practices and make adjustments to practice as needed. | The professional consistently uses assessment results to check for accuracy of practices and make adjustments to practice as needed. The professional uses assessment accuracy to contribute to the empowerment of constituents and mentor colleagues. |

Professionalism

| DOMAIN | COMPONENT | <i>Ineffective</i> | <i>Developing</i> | <i>Skilled</i> | <i>Accomplished</i> |
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| 10. <u>Professional Responsibilities</u> | Communication/ Collaboration | The professional fails collaborate effectively with students, families, colleagues and/or relevant constituents. | The professional uses a variety of ways to collaborate with students, families, colleagues and/or relevant constituents, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. | The professional uses effective strategies for communication with students, families, colleagues and/or relevant constituents to examine problems of practice, analyze appropriate data, and identify targeted strategies. | The professional collaborates effectively with students, families, colleagues and/or relevant constituents. The professional collaborates with colleagues to improve individual and team practices by engaging in professional dialogue, feedback, coaching and other collegial learning activities. |
| | Follows Regulations, Policies, Ethical Standards and Agreement | The professional fails to understand and follow regulations, policies, ethical standards, and agreements. | The professional understands ethical and professional standards and related responsibilities, and follows district policies and state and federal regulations. | The professional demonstrates ethical and professional standards and related responsibilities. The professional models and upholds district policies and state and federal regulations. | The professional exemplifies ethical and professional responsibilities, helps colleagues access laws and policies, and conveys implications for practice. |
| | Self-assessment | The professional fails to demonstrate evidence of ability to accurately self-assess performance and appropriately identify areas for professional development. | The professional identifies strengths and areas for growth to develop and implement targeted goals for professional growth. | The professional sets data-based, short-term and long-term professional goals and takes action to meet these goals. | The professional determines short- and long-term goals based on on-going self-assessment and analysis of pertinent evidence. |