

This reference sheet was developed as part of the IPEGS Pilot. It is a preliminary reference tool as opposed to a part of the School Board-adopted IPEGS Handbook.

Instructional Support Specialist Performance Standards with Sample Abridged Performance Indicators Reference Sheet

Performance Standard 1. Knowledge of Learners

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

Sample Performance Indicators

Common Indicators

- ◆ District, school, family, and community resources use
- ◆ Understanding of developmental stages of learners
- ◆ Various learning styles and cultural, ethnic, and linguistic backgrounds accommodated
- ◆ Data use to determine needs

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Appropriate resources selected based on learners

Performance Standard 2. Program Management

The instructional support professional plans, implements, promotes, and manages programs and/or services to meet the diverse needs of all learners.

Sample Performance Indicators

Common Indicators

- ◆ Legal and procedural requirements compliance
- ◆ Safe learning environment
- ◆ Current knowledge of the field/subject matter
- ◆ Scheduling and time management skills
- ◆ Program records
- ◆ Resources to address state reading requirements

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Library/media center personnel and/or students training and supervision

Performance Standard 3. Program Delivery

The instructional support professional uses knowledge of subject/content/field/technology to implement services for the targeted learning community consistent with established standards and guidelines.

Sample Performance Indicators

Common Indicators

Direct Services to Learners

- ◆ Curriculum use
- ◆ Technology use
- ◆ Rigorous reading requirement

Collaboration/Consultation with Staff and Others

- ◆ Collaboration for program delivery

Additional Position-Specific Indicators

Library/Media Specialist

- ◆ Equitable resource access for all learners
- ◆ Literature appreciation activities to promote lifelong learning

Performance Standard 4. Assessment

The instructional support professional gathers, analyzes, and uses data, including state assessment data, to measure learner or program progress, guide instruction, and provide timely feedback.

Sample Performance Indicators

Common Indicators

- ◆ data use assessing **needs**
- ◆ data use assessing **outcomes**
- ◆ data use monitoring progress
- ◆ Accurate feedback

Additional Position-Specific Indicator

Library/Media Specialist

- ◆ Collection evaluation

Performance Standard 5. Learner Progress

The work of the instructional support professional results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.

Sample Performance Indicators

Common Indicators

- ◆ Knowledge of what leads to student success
- ◆ Student achievement/program goals
- ◆ Collaboration
- ◆ State and local assessments use and documentation

Performance Standard 6. Communication

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

Sample Performance Indicators

Common Indicators

- ◆ Mission, vision, and goals support
- ◆ Collaboration
- ◆ Clear communicator
- ◆ Technology use
- ◆ Responsive

Performance Standard 7. Professionalism

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

Sample Performance Indicators

Common Indicators

- ◆ Service delivery consistent with national and state association ethical principles and professional standards of practice
- ◆ Professional growth
- ◆ Confidentiality maintained
- ◆ Legal and procedural compliance
- ◆ Professional relationships established/maintained

Additional Position-Specific Indicator

Lead teachers/Instructional coaches/Department chairs/Teachers on special assignment (various positions, including test chairs, home language assistance specialists, athletic directors, activity directors, and trainers)

- ◆ Mentoring, training, or supporting others

For full text of the performance indicators, please refer to the appropriate IPEGS Handbook. Performance Indicators are merely samples of work conducted in the performance of the Standard. They are not intended to be a definitive list of requirements.