# Non-Classroom Teacher Desired Effect List

| | Element | Focus Statement | Desired Effect |
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| **DOMAIN 1** Planning and Preparing to Provide Support | **Establishing and Communicating Clear Goals for Supporting Services** | Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district. | School/district knows the supporting services provided by the instructional support member. |
| | **Helping the School/District Achieve Goals** | Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals. | Instructional support member helps the school/district achieve goals. |
| | **Using Available Resources** | Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district. | The use of available resources provides supporting services to the school/district. |

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| **DOMAIN 2** Supporting Student Achievement | **Demonstrating Knowledge of Students** | Instructional support member demonstrates knowledge of the unique needs of students in the school/district. | Instructional support member provides appropriate services to support the unique needs of students in the school/district. |
| | **Helping Students Meet Achievement Goals** | Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement. | Barriers are removed to help students meet achievement goals. |
| | **Planning Standards-Based Lessons/Units** | Using established content standards, the teacher plans rigorous units with learning targets that demonstrate a progression of learning. | Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets that demonstrate a progression of learning. |
| | **Identifying Critical Content from the Standards** | Teacher uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. | Formative evidence demonstrates students know what content is important and what is not important as it relates to the learning target(s). |
| | **Using Questions to Help Students Elaborate on the content** | Teacher uses a sequence of increasingly complex questions that require students to critically think about the content. | Formative evidence demonstrates students accurately elaborate on content. |
| | **Organizing Students to Interact with the Content** | Teacher organizes students into appropriate groups to facilitate the learning of content. | Formative evidence demonstrates students process content (i.e. new, practicing and deepening, complex knowledge) as a result of group organization. |
| | **Managing Student Behavior** | Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. | Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment. |
| | **Using Engagement Strategies** | Teacher uses engagement strategies to engage or re-engage students with the content. | Formative evidence demonstrates students engage or re-engage with the content as a result of teacher action. |

Based on the work of Dr. Robert J. Marzano and Learning Sciences International and adapted by the School District of Palm Beach County.

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| **DOMAIN 3**<br>Continuous Improvement of Professional Practice | **Reflecting and Evaluating Personal Performance** | Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors. | Instructional support member identifies specific practices and behaviors on which to improve. |
| | **Using Data and Feedback to Support Changes to Professional Practice** | Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress. | Instructional support member demonstrates professional growth. |

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| **DOMAIN 4**<br>Professional Responsibilities | **Demonstrating Knowledge of Professional Practice (Area of Expertise)** | Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise. | Instructional support member is recognized by the school/district as an expert in their area of expertise. |
| | **Promoting Positive Interactions with Colleagues and Community** | Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning. | Positive relationships result in support for learning. |
| | **Supporting and Participating in School and District Initiatives** | Instructional support member supports and participates in school and district initiatives relevant to area of responsibility. | Instructional support member actively supports and participates in school and district initiatives. |