

Standard 1: Research and Design

The Program Assistant provides leadership in program design, development and coordination.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Reviews and evaluates instructional programs, materials and research-based practices.	Demonstrates a lack of understanding of current research-based programs, materials and practices.	Demonstrates a limited understanding of current research-based programs, materials and practices.	Demonstrates a thorough understanding of current research-based programs, materials and practices.	Leverages a deep understanding of current research-based programs, materials, and practices to facilitate the design, adaptation, and/or communication of them to meet district and student needs.
1.2 Creates and/or aligns tools and resources to support instruction.	Does not create and/or align effective tools and resources.	Creates and/or aligns tools and resources that may not produce a result or be connected to the standards that support effective instruction.	Creates and/or aligns effective tools and resources connected to the standards that support instruction and produce student results.	Designs innovative, interdisciplinary tools and resources that support instruction and produce student results.
1.3 Serves as a resource to staff, parents and community.	Unresponsive to the needs of staff, parents, and community.	Support is not always timely and may not meet the needs of staff, parents and community.	Provides timely and responsive support to staff, parents and community.	Anticipates needs and creates resources to meet the needs of staff, parents and community.
1.4 Analyzes data to inform the work.	Is ineffective at documenting, analyzing and interpreting a variety of data to identify needs, trends and patterns within the district.	Is moderately effective at documenting, analyzing and interpreting a variety of data to identify needs, trends and patterns within the district.	Effectively documents, analyzes and interprets a variety of data, independently and with colleagues, to identify needs, trends and patterns within the district.	Creates, integrates and analyzes assessments, tools of observation, and other methods of data collection to identify needs, trends and patterns within the district.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Is there evidence that the Program Assistant reviews and evaluates current research-based instructional programs based on whether it produces positive results with students? • Are tools and resources aligned to standards, support instruction, and produce positive student outcomes? • Is the Program Assistant responsive to staff, parents and community? • Does the work plan support analysis of data? • Does the Program Assistant review district and state data appropriate to their program? • Does the Program Assistant respond to staff, parents, and community? 	<ul style="list-style-type: none"> • Course sequencing and alignment • Standards maps and unit plans • Textbooks and supporting resources evaluation • Observation/assessment tools and rubrics • Call/Email logs • Work calendars • Student outcome data

Standard 2: Professional Learning

The Program Assistant understands the design, content, and delivery of effective professional development.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Designs professional development that builds on prior knowledge, background, interests, and experiences of the audience.	Does not design professional development that builds on prior knowledge, background, interests, experiences of the audience, and feedback.	Occasionally designs professional development that builds on prior knowledge, background, interests, experiences of the audience, and feedback.	Consistently designs professional development that builds on prior knowledge, background, interests, experiences of the audience, and feedback.	Designs professional development that includes deliberate and multiple opportunities for learners to build on their own knowledge, experiences, and interests to improve their practice, and reflect on the effect it has on the audience.
2.2 Uses research-based content and best practice to match the needs of the audience.	Does not use research-based content and best practice to match the needs of the audience.	Occasionally uses research-based content and best practice to match the needs of the audience.	Uses research-based content and best practice to match the needs of the audience.	Creates and adapts research-based content and best practice to match the needs of the audience.
2.3 Delivery creates an effective environment and engages learners.	Does not create an environment that promotes collaboration, risk-taking, problem solving and reflection.	While not always effective, attempts to create an environment that promotes collaboration, risk taking, problem solving and reflection.	Creates an effective and engaging environment that promotes collaboration, risk taking, problem solving and reflection.	Promotes a safe environment that encourages participants to take ownership of their learning by actively participating in shared leadership.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the professional development build upon learners' background knowledge? • Is there a clear objective that meets the needs of the participants? • Is the Professional Development relevant to the population being served? • Is instruction connected to the professional development goals of the school (and district)? • Does positive collaboration and engagement/participation occur? • Is the professional development based on research-based content and best practice? 	<ul style="list-style-type: none"> • Attends meetings to prepare for and reflect upon professional development • Uses knowledge of adult learning theory and the importance of clear objectives while planning professional development. • Feedback is generated and used to inform future professional development. • Agendas, meeting notes

Standard 3: Communication

The Program Assistant communicates relevant program information to various stakeholders.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Communicates program information to district staff, parents and community.	Does not communicate program information to district staff, parents, and community.	While not always effective, communicates program information to district staff, parents and community.	Effectively communicates program information to district staff, parents and community.	Creatively communicates program information to district staff, parents and community in a variety of methods and formats.
3.2 Responds to the program coordinator/ director in matters of program planning and management.	Does not respond to the program coordinator/ director in matters of program planning and management.	Responds to the program coordinator/director in matters of program planning and management, but may not be thorough or timely.	Responds to the program coordinator/ director in matters of program planning and management in a thorough and timely manner.	Anticipates potential needs and proactively initiates conversation with coordinator/director in matters of program planning and management.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the Program Assistant communicate regularly with stakeholders? • Does the Program Assistant communicate regularly with program coordinator/director with attention to program needs and detail? • Is the Program Assistant responsive to administrative and staff input? 	<ul style="list-style-type: none"> • Communication log • Handbooks, brochures, newsletters, website, letters, emails • Meeting agendas

Standard 4: Leadership and Collaboration

The Program Assistant understands district, state and federal requirements and demonstrates leadership and collaboration with a variety of stakeholders.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Works collaboratively with other program assistants and district staff.	Does not work collaboratively with program assistants and district staff.	Occasionally collaborates with program assistants and district staff.	Frequently collaborates with program assistants and district staff.	Leads and/or organizes collaborative efforts with program assistants and district staff.
4.2 Coordinates and/or facilitates teacher work teams.	Does not coordinate and/or facilitate teacher work teams.	Ineffectively coordinates and/or facilitates teacher work teams.	Effectively coordinates and/or facilitates teacher work teams.	Creates opportunities for teachers to collaborate in a variety of ways and to assume leadership in work teams.
4.3 Understands and supports district Curriculum, Instruction, and Assessment and state and federal requirements.	Does not understand or support district Curriculum, Instruction, and Assessment and state and federal requirements.	Demonstrates incomplete understanding and support of district Curriculum, Instruction, and Assessment and state and federal requirements.	Demonstrates thorough understanding and support of district Curriculum, Instruction, and Assessment and state and federal requirements.	Participates in local, state, and national policy-making organizations.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the Program Assistant understand the Curriculum, Instruction and Assessment requirements of the District? • Does the Program Assistant understand state and federal requirements? • Is the Program Assistant working collaboratively with colleagues and teacher work teams? • Is the Program Assistant responsive to changes in requirements? • Does the Program Assistant effectively facilitate meetings/interactions using a variety of facilitation strategies appropriate to the topic, training, or meeting purpose? • Is the Program Assistant responsive to staff input? 	<ul style="list-style-type: none"> • Attends meetings with Program Assistants and other staff. • Represents the program coordinator or director as requested for selected functions. • Meeting agendas, communication logs, calendars. • Products of work teams

Standard 5: Professional Learning and Ethical Practice

The Program Assistant engages in professional learning and exhibits ethical practice.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
5.2 Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations, video) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
5.3 Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state and, district regulations and policies.	Demonstrates limited understanding of federal, state and district regulations, and policies. Adheres to the ethical practices for competent education professionals in Oregon.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies. Adheres to the ethical practices for competent education professionals in Oregon.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities. Adheres to the ethical practices for competent education professionals in Oregon.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are strengths and areas for growth identified during self-assessment? • Is performance data used during self-assessment? • Does the program assistant participate in professional growth opportunities which relate to previously identified areas of opportunity for growth? • Is professionalism exhibited based on confidentiality, legal and ethical rights and responsibilities, and school, district, and state performance requirements? 	<ul style="list-style-type: none"> • Professional Growth Goals tied to self-assessment rubrics (i.e., LEGENDS) with documented reflection. • Active participation in team, department/PLC, District and other meetings. • Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities • Demonstrated ethical and professional behavior in all dealings and interactions.