BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION

GUIDEBOOK
for
TEACHER EVALUATION SYSTEM

2018-2019

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INDIANA CODE

Indiana Code 20-28-11.5-4 requires school corporations to implement performance evaluations for each certified employee. The evaluation system must include the following components:

- Annual evaluation
- Objective measures of student achievement and growth including state assessment results from statewide assessments in subjects measured in statewide assessments
- Methods for assessing student growth in areas not measured by statewide assessments
- Rigorous measures of effectiveness, including observations and other performance indicators
- An annual designation of each certified employee in one (1) of the following rating categories:
  - Highly effective
  - Effective
  - Improvement necessary
  - Ineffective
- An explanation of the evaluator's recommendations for improvement, if needed, and the time frame in which improvement is expected
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

Additional components required in the evaluation system (IC 20-28-11.5-6) include;

- A copy of the completed evaluation must be provided to the certified employee not later than seven (7) days after the evaluation is conducted;
- If a certified employee receives a rating of ineffective or improvement necessary, the evaluator and the employee shall develop a remediation plan to correct the deficiencies noted in the evaluation within not more than ninety (90) school days. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation;
- A certified employee who receives a rating of ineffective may file a request for a private conference with the superintendent (or designee) not later than five (5) days after receiving notice that the certified employee received a rating of ineffective;
- A student may not be instructed for two (2) consecutive years by two (2) consecutive certified employees, each of whom was rated ineffective.

IC 20-28-6-7.5 and IC 20-28-6-8 defines the following **teacher categories**:

- **Established teacher** – a teacher under contract in a public school corporation by July 1, 2012. An established teacher remains in this category for the remainder of the teacher's employment with the school corporation. Any combination of three evaluation ratings of improvement necessary or ineffective within five (5) years may lead to dismissal for incompetence. Two (2) consecutive ineffective ratings may also lead to dismissal for incompetence.

- **Probationary teacher** – any teacher hired after July 1, 2012 until such time as the teacher has received a rating of effective or highly effective for at least three years in a five year or shorter period. Two consecutive improvement necessary or ineffective evaluation rating may lead to dismissal.

- **Professional teacher** – a probationary teacher who has met the evaluation criteria to be rated effective or highly effective for three years in a five year period (or shorter) will become a professional teacher and will remain in this category unless the teacher receives an ineffective rating. At such time, the teacher becomes a probationary teacher subject to the criteria of the probationary teacher. Any combination of three (3) improvement necessary or ineffective ratings within five (5) years may lead to dismissal for incompetence.

TEACHER EVALUATION SYSTEM
DEVELOPMENT PROCESS & CURRENT STATE

The BCSC Evaluation System was developed during the 2011-12, 2012-13 school years by an Evaluation Committee consisting of administrators and teacher representatives of the Columbus Educators Association. This committee was assisted in its work through membership in the Indiana Teacher Appraisal and Support Systems (IN-TASS) through the Center on Education and Lifelong Learning at Indiana University (CELL).

The Evaluation Committee was committed to the development of an evaluation system that incorporated the following fundamental principles:
- A system that ensured fair and accurate judgments about the teaching and learning process
- A system that enabled valid judgments/assessment of student work
- A system that included multiple measures of student achievement
- A system that facilitated a productive professional dialogue among teachers and administrators to ensure continuous improvement
- A system that created confidence and support for all stakeholders
- A system that incorporated procedures to address anomalies and inconsistencies in the implementation process
- A system that incorporated collegial decision-making

All evaluations are be conducted by BCSC administrators. Non-administrators/teachers do not act as evaluators as per agreement with the district teachers' association.

The new evaluation system was piloted by Columbus East High School, Northside Middle School, and Smith Elementary School during the 2012-13 school year.

All administrators received the following evaluator training in order to assure as much validity and reliability as possible in the evaluation process:
- Understanding the new BCSC Evaluation System – June, 2012, and ongoing monthly throughout the 2011-12, 2012-13 school years
- Universal Design for Learning (UDL) – ongoing since 2006
- Positive Behavior Instructional Supports – ongoing since 2003
- Instructional Consultation Teams – ongoing since 2007
- Evaluation Interrelator Reliability Training through CELL – June, 2013
- Structured Facilitated Group Training – June, 2013
- Additional training continued monthly throughout the 2013-14 and 2014- 2015 school year and as needed thereafter
- The Evaluation Committee continued to meet and review the status of full implementation of the Evaluation System during the 2013-14 and the 2014- 2015 school years

- School Board public presentation on Evaluation system on September 22, 2014
- Recognized by the State Board of Education and the Indiana Department of Education as Exemplary for the development and implementation of the BCSC Teacher Evaluation System on December 11, 2015
- Summer of 2016, BCSC was selected by the Indiana Center for Teacher Quality (ICTQ) as one of six school/school districts to receive a grant award which allows us to focus on system supports and structures to improve teacher quality to meet academic and behavioral needs of all students
- August, 2016 the BCSC Corporation Continuous Improvement Council (CCIC) created a sub-committee to work with the Center on Education and Lifelong Learning and Center on Community Living and Careers at Indiana University's Center for Excellence to establish comprehensive job-embedded professional growth and support driven by district data
- Report made to BCSC School Board on results of the evaluation for the 2015-16 school year at the August 8, 2016 School Board meeting
- Continued work with ICTQ on creation of modules for professional development for administrators and certified employees throughout the 2017-18 and 2018-19 school years
- Report made to the BCSC School Board on the results of the evaluation for the 2016-17 school year at the August 14, 2017 School Board meeting
- Additional training for elementary and secondary administrators continues monthly at their principal meetings throughout the 2017-18 school year
- The Evaluation Oversight Committee continues to meet and review the status of full implementation of the Evaluation System during the 2017-18 and 2018-19 school years.
- Report made to the BCSC School Board on the results of the evaluation for the 2017-18 school year at the August 13, 2018 School Board meeting.

COMPONENTS
Of
THE EVALUATION SYSTEM

The BCSC Evaluation System consists of the following components:

Step I: **Goal Setting/Pre-Observation Conference**
Step II: **Observations – formal and informal, minimum of two each year**
Step III: **Post Observation Conferences**
Step IV: **Summative Conference**

Intentionally aligned rubrics for teachers, deans, counselors, administrators, support personnel, and athletic coaches will be used in conducting the evaluations (Appendix A). Each rubric is based on the following domains:

- **Universal Design for Learning (UDL)** – weighted as **50%**

  UDL is the school corporation's framework for planning, preparation, instruction, and assessment. It is a way for teachers to think about the learning environment and teach their lessons in such a way that ensures that they reach every student. There are four principles of UDL:
  1) Teachers decide on a specific goal for the lesson or unit (Goal setting).
  2) Teachers look at how to make the lesson interesting to each student (Engagement).
  3) Teachers make sure they are teaching the topic many different ways (Representation).
  4) Teachers check to see how students share what they know in different ways (Expression).

- **Positive Behavior Instructional Support (PBIS)**- weighted as **15%**

  PBIS is the school corporation's framework for school and classroom culture and management. It is a way to make schools positive and motivating places to be. PBIS is used to help a staff create school-wide systems, based on data collection and evaluation, that allows them to teach and promote positive behavior among all students. By reducing behavioral problems, environments are created that allow teachers to teach and students to learn.

- **Academic Citizenship** – weighted as **10%**

  Academic Citizenship is the school corporation's framework for professional growth and responsibilities. An effective educational program requires the services of men and women of integrity, high ideals, commitment to professional growth and an understanding of human development. As high performing academic citizens, professional staff members will:
  - Recognize basic dignities of all individuals with whom they interact in the performance of duties
  - Regularly reflect on their performance and practice
  - Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates
  - See and apply the knowledge and skills appropriate to assigned responsibilities

- **Student Achievement, Performance, and Growth** – weighted as **25%**

  This domain includes data from state required assessments (ISTEP, End of Course Assessment) and the assignment of school grades. The school grade counts as a double value and is applicable to all teachers within the building regardless of content assignment so that all teachers share in the achievement, performance and growth of students as measured by the state). The district grade counts as a double value and is applicable to all certified staff holding district assignments.
  The district also incorporates individual student growth data along with various measures of student performance. For English/Language Arts and Math teachers in grades 4-8, the Individual Growth Measure (IGM) will be heavily considered as a measure of student learning (511 IAC 10-6-4 (C) (1)). Other measures will include the metrics of the district-wide learning outcomes that are in place for the 2018-19 school year. These district-wide learning outcomes are for non-tested content areas as well as the tested content areas to measure individual student growth. Growth Model report cards, which reflect proficiencies around the Indiana State Standards, are in place for grades K-5 (and piloted in grade 6 during the 2018-19 school year). Common assessments at each grade level - grades K-10 - support student learning, academic growth, and academic achievement. Mastery of standards is determined to be at 80% of the standards identified and assessed. Grade level and subject area teachers have determined the critical standards, proficiency scales and established assessments for their student needs.
  (511 IAC 10-6-4 (C) (1) (2))

Instruction Delivered by Teachers Rated as Ineffective

As stated on page 8 according to state code, students will not be instructed for two consecutive years by two consecutive teachers rated as ineffective. The district will also not have a student be instructed for consecutive years by the same ineffective teacher. This will be monitored at the building level by the building principal.

The building principal will also be responsible for notifying parents either in writing or in a personal meeting if assigning a student to consecutive "ineffective" teachers is unavoidable which could possibly happen with the current teacher shortage at the secondary level.

Step I:
Goal Setting/Pre-Observation Conference

Prior to any formal observation, the certified employee and the administrator meet to discuss and review relevant information pertaining to the upcoming school year.

This conference should take place in <u>April</u> or <u>May</u> of the previous school year or <u>August</u> or <u>September</u> of the current school year.

Topics of discussion at this pre-observation conference could include:
- Goals for the year
- Strengths and weaknesses
- Student characteristics
- Achievement data
- Extenuating circumstances
- Clarifications of the rubric
- Evaluator expectations
- Projected timelines

The ultimate goal of this pre-observation conference is for the certified employee and the administrator to leave this meeting with a sense of purpose and direction for the new school year.

The certified employee who is responsible for creating an environment where students can be successful has shared with his/her administrator information that the certified employee feels is important to successfully accomplishing this goal of success for all students.

The administrator who is responsible for supporting the certified employee's efforts has endorsed his/her goals and has clarified the support the administrator can provide.

Documentation Required:
- A record of the date and time of this meeting
- A copy of the teacher goals for the year

Step II:
Observations

Each certified employee will have a minimum of **two observations** during the school year – one each semester. One of the two observations must be formal but the second observation may be formal or informal in structure.

Formal Observation:
- Scheduled with the certified employee prior to visit
- At least thirty (30) consecutive minutes in length
- May include scripting, videos, or pictures of evidence of instructional practices observed
- What is observed will be correlated to the evaluation rubric
- Activities observed will vary depending on the grade/subject of the students
- May include observation of a Structured Facilitated Group*

Informal Observation:
- May include any and all things that reflect overall professionalism
- May take place in a variety of professional environments
- May be lessons or activities outside of the classroom
- May be lessons, activities, or interactions observed on administrative walk-throughs
- May include observations of professional interactions between a certified employee and a variety of individuals: students, colleagues, parents, administrators, community members, or other school staff
- Can include involvement in or at extra-curricular functions or community-sponsored activities

*Structured Facilitated Groups
SFG's are peer/group facilitated and structured processes and are designed to promote meaningful and efficient communication and learning among colleagues. Critical Friends Groups (CFG), Instructional Consultation Teams (ICT), Continuous Improvement Councils (CIC), and Goal Action Teams (GAT) are just some examples of groups that may meet the criteria to qualify as an SFG. If a group is an SFG, a meeting of that group may serve as an observation opportunity for the administrator.

In order to work as an observation opportunity, the following guidelines must be met:
- The SFG has administrative support
- An SFG trained facilitator leads the group
- A shared set of norms and values has been developed by the group
- One or more protocols, as outlined by the National School Reform Faculty, are used to lead the discussion
- The use of an SFG as one of a certified employee's observations is on a voluntary basis.

Documentation Required:
- A record of the date and time of each observation including the activity observed.

Step III:
Post Observation Conference

A conference between the certified employee and the administrator <u>must</u> take place within **seven (7)** working days after an observation has taken place. Any variation in this seven day requirement due to unforeseen circumstances should be mutually agreed upon by the administrator and the certified employee.

This conference should represent an open and collaborative process between the certified employee and the administrator.

Topics of discussion at this post-observation conference could include:
- Overall classroom performance
- Student Progress
- Progress towards goals identified in Pre-Observation/Goal Setting Conference;
- Professional development opportunities
- Artifacts to support evidence or lack of evidence in the observation (Appendix D)
- Support that the administrator may provide

Progress toward and potential category placement on the **Appropriate Success Rubric (teacher, dean, counselor, administrator, etc.)** should be a significant part of any post-observation conference.

Documentation Required:
- A record of the date and time of each post-observation conference

Step IV:
Summative Conference

The Summative Conference takes place between the certified employee and the administrator as a final step in the evaluation process for the school year. This conference will take place **after** all observations and post-observation conferences have been conducted.

The focus of the Summative Conference should build on the data and discussion from previous conferences and will be where the final rating category (Highly effective, Effective, Improvement Necessary, or Ineffective) is determined.

The completed **Success Rubric (teacher, dean, counselor, administrator, etc.)** (Appendix A) will be the basis for the category placement.

The BCSC **Summative Evaluation Scoring Sheet** (Appendix B) will be completed and signed using the final scoring on the **Success Rubric.**

Any certified employee who receives a category rating of Improvement Necessary or Ineffective will be required to have a remediation plan in place. This Professional Support Action Plan (Appendix C) will be:
- Developed by the employee and the administrator
- Designed for no longer than 90 school days
- Designed to address deficiencies noted in the evaluation process
- Developed utilizing the employee's license renewal credits in needed professional development activities
- May be renewed for an additional 90 school days if needed

Any certified employee who receives a rating of Ineffective may file a written request for a private conference with the Superintendent (or designee) not later than five (5) days after receiving notice of this category rating.

A certified employee who is identified by IDOE as negatively affecting student achievement and growth cannot receive a final rating of Highly Effective or Effective. For all other teachers, negative growth is identified as receiving a rating of one (1) in three (3) of the six (6) items (not including the item on state and district standardized assessments) found under the Student Achievement, Performance, and Growth Domain on the teacher's completed **Success Rubric.**

The school principal, who is knowledgeable of the evaluation ratings of the certified staff, is responsible for reviewing student grade level assignments each year and making any reassignments to ensure that no student will be instructed for two consecutive years by a certified employee who is rated as Ineffective. Should this situation be unavoidable, however, due to staffing needs, parents will be notified in writing as soon as it is determined.

Documentation Required:
- A signed and dated copy of the BCSC Summative Certified Employee Evaluation Scoring Sheet
- This scoring sheet must be sent to the Assistant Superintendent for Human Resources by June 30 each year.

Step V:
Plan Discussion and Professional Development

Assistant Superintendent of Human Resources will compile all results which will be disaggregated by:

- Domain – by district, building, grade level and department
- School level
- Department and grade level – across the district and by school
- Years of teaching experience
- College attended

These results will be shared with the district's Directors of Elementary Education and Secondary Education and administrators for the development of appropriate and needed professional development tied to the results.

The Superintendent will share the results with leadership of Columbus Educators Association by July 31 of each year.

The Superintendent will share the results at a public school board meeting by August 15 of each year.

Annually the leadership of the Columbus Educators Association will survey members regarding the evaluation system and present the results to the Evaluation Oversight Committee.

APPENDIX A

2018-2019 TEACHER SUCCESS RUBRIC

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌋ The goal is not posted	⌋ The goal is posted but not addressed or instructional methods are not aligned with the goal	⌋ The goal is posted and instructional methods and materials align with the goal	⌋ The goal is posted, attainable and accessible. Instructional methods and materials align with the goal
		⌋ Potential barriers are not considered during the planning of the lesson or the design of the learning environment	⌋ Potential barriers are considered but the teacher is not applying that knowledge to the lesson plan	⌋ Potential barriers are considered and the teacher applies that knowledge to the learning environment	⌋ Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson and the learning environment
		⌋ Content and skills are presented without options and scaffolding	⌋ Content is presented with few options and skills are presented without scaffolding	⌋ Content and skills are presented in multiple ways with options but with minimal scaffolding	⌋ Content and skills are presented in multiple ways with options and scaffolding available
		⌋ Students are not engaged	⌋ Students are engaged in relevant learning opportunities	⌋ Students are engaged in relevant and meaningful learning opportunities	⌋ Students are engaged in authentic, relevant, and meaningful learning opportunities
		⌋ Students do not interact with or demonstrate content and skill comprehension	⌋ Students interact with content and skill comprehension but do not demonstrate knowledge	⌋ Students interact with and demonstrate content and skill comprehension in multiple ways	⌋ Students consistently interact with and demonstrate content and skill comprehension in multiple ways

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	⌋ PBIS learning environment expectations are not evident	⌋ PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection
	⌋ Trust and responsibility for both staff and students is not evident within the learning environment	⌋ Few students demonstrate a positive association with the teacher and learning environment and a commitment to the learning environment	⌋ Many students demonstrate positive association with the teacher and learning environment and a commitment to the learning environment	⌋ Students demonstrate a positive association with the teacher and learning environment, demonstrate a commitment to the learning environment, and interactions between students and the teacher model collaborative relationships
	⌋ Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	⌋ Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	⌋ Behavior within the learning environment shows evidence of PBIS learning environment expectations	⌋ Behavior within the learning environment demonstrates that students are empowered to help set expectations, policies, and activities
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse students do not feel respected and welcomed (e.g., students are not comfortable within the environment, they are not active members of the learning environment , and the language and actions used by the teacher do not reflect these values)	⌋ Few cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., few students are comfortable within the environment, few are active members of the learning environment , and the language and actions used by the teacher loosely reflect these values)	⌋ Some cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., some students are comfortable within the environment, some are active members of the learning environment , and the language and actions used by the teacher loosely reflect these values)	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the teacher reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	⌋ Teacher does not discuss curriculum and teaching strategies within structured facilitated groups	⌋ Teacher does not regularly discuss curriculum and teaching strategies within structured facilitated groups	⌋ Teacher uses regular dedicated time to meet, collaborate, and discuss curriculum and teaching strategies within structured facilitated groups	⌋ In addition to structured facilitated groups, the teacher conducts learning environment observations and uses other techniques to provide increased feedback and support to other teachers
		⌋ Teacher is not developing a capacity to support his/her own practice in UDL and PBIS	⌋ Teacher rarely pursues professional development to support his/her own practice in UDL and PBIS	⌋ Teacher regularly pursues professional development to support his/her own practice in UDL and PBIS	⌋ Teacher consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		⌋ Teacher does not use effective strategies to reflect on his/her own performance and the progress of the school	⌋ Effective strategies are rarely used to allow the teacher to reflect on his/her own performance and the progress of the school	⌋ Teacher actively uses effective strategies to reflect on his/her own performance and the progress of the school	⌋ Teacher demonstrates evidence of regularly reflecting on his/her own performance and the progress of the school through the use of formative and summative data
		⌋ Teacher does not demonstrate leadership qualities to enhance the profession	⌋ Teacher rarely supervises or mentors student teachers, probationary teachers, or provides any training to other teachers	⌋ Teacher regularly displays professional responsibilities of mentoring student teachers, probationary teachers, or the training of other teachers	⌋ Teacher exemplifies professional responsibilities by working with student teachers, probationary teachers, and other leadership opportunities in enhancing the profession
		⌋ Teacher seldom demonstrates professional responsibilities	⌋ Teacher occasionally demonstrates professional responsibilities	⌋ Teacher often demonstrates professional responsibilities	⌋ Teacher always demonstrates professional responsibilities

		INEFFECTIVE (1)	**NEEDS IMPROVEMENT (2)**	**EFFECTIVE (3)**	**HIGHLY EFFECTIVE (4)**
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	**ACADEMIC SUCCESS**	⌋ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)	⌋ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
		⌋ Many students are receiving Ds and Fs	⌋ Student grades reflect consistently poor to average performance	⌋ Grades are reflective of student progress and growth	⌋ An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
		⌋ Student scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌋ Student scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌋ Student scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌋ Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes **(Double Value)**
	LEARNING OUTCOMES	⌋ Students do not demonstrate knowledge of the school wide learning outcomes	⌋ Students demonstrate minimal knowledge of the school wide learning outcomes	⌋ Students demonstrate knowledge and some success of the school wide learning outcomes	⌋ Students consistently demonstrate success on each of the school wide learning outcomes
		⌋ Students demonstrate a passive learning attitude waiting for instructor direction	⌋ Few students demonstrate self-directed learning and seek appropriate help when needed	⌋ Many students demonstrate self-directed learning and seek appropriate help when needed	⌋ Most students consistently demonstrate self-directed learning and seek appropriate help when needed
		⌋ Students are unable to thoughtfully reflect on their skills and abilities	⌋ Few students demonstrate the ability to thoughtfully reflect on their skills and abilities	⌋ Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌋ Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)

| | | Students and/or parents report feeling poorly prepared for the next level of education or employment | Few students feel that their class experience prepared them well for their next steps in education or employment | Many students feel that their class experience prepared them well for their next steps in education or employment | Most students and/or parents report a high level of preparation for the next level of education or employment |

COMMENTS:

BCSC
2018-2019 DEAN/COUNSELOR SUCCESS RUBRIC

DEAN/COUNSELOR BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌋ School wide goals are not known	⌋ School wide goals are known but not addressed or instructional resources are not aligned with the goals	⌋ School wide goals are known and instructional resources align with the goal	⌋ School wide goals are known, attainable and accessible. Instructional resources align with the goal
		⌋ Potential barriers are not considered during the planning of the interaction or the design of the learning environment	⌋ Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	⌋ Potential barriers are considered and the building administrator applies that knowledge to the learning environment	⌋ Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment
		⌋ Content and skills are presented without options and scaffolding	⌋ Content is presented with few options and skills are presented without scaffolding	⌋ Content and skills are presented in multiple ways with options but with minimal scaffolding	⌋ Content and skills are presented in multiple ways with options and scaffolding available
		⌋ The students and/or parents are not engaged	⌋ The students and/or parents are engaged in relevant learning opportunities	⌋ The students and/or parents are engaged in relevant and meaningful learning opportunities	⌋ The students and/or parents are engaged in authentic, relevant, and meaningful learning opportunities
		⌋ The students do not demonstrate and articulate appropriate choices	⌋ The students rarely demonstrate and articulate appropriate choices	⌋ The students occasionally demonstrate and articulate appropriate choices	⌋ The students consistently demonstrate and articulate appropriate choices

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
	Trust and responsibility between the dean/counselor and students is not evident within the learning environment	Few students demonstrate a positive association with the dean/counselor and learning environment and a commitment to the learning environment	Many students demonstrate positive association with the dean/counselor and learning environment and a commitment to the learning environment	Students demonstrate a positive association with the dean/counselor and learning environment, demonstrate a commitment to the learning environment, and interactions between the student and the dean/counselor model collaborative relationships
	Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	Behavior within the learning environment shows evidence of PBIS learning environment expectations	Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities
	Cultural perspectives and experiences are not valued and ethnically diverse students and parents do not feel respected and welcomed (e.g., school community members are not comfortable within the environment, they are not active members of the learning environment , and the language and actions used by the dean/counselor do not reflect these values)	Few cultural perspectives and experiences are valued and ethnically diverse students and parents feel respected and welcomed (e.g., few school community members are comfortable within the environment, few are active members of the learning environment , and the language and actions used by the dean/counselor loosely reflect these values)	Some cultural perspectives and experiences are valued and ethnically diverse students and parents feel respected and welcomed (e.g., some school community members are comfortable within the environment, some are active members of the learning environment , and the language and actions used by the dean/counselor loosely reflect these values)	Multiple cultural perspectives and experiences are valued and ethnically diverse students and parents feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the dean/counselor reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	⌋ The dean/counselor does not discuss information and resources with structured facilitated groups	⌋ The dean/counselor does not regularly discuss information with structured facilitated groups	⌋ The dean/counselor uses regular dedicated time to meet, collaborate, and discuss resources and information with structured facilitated groups	⌋ In addition to structured facilitated groups , the dean/counselor observes learning environments and provide feedback and support to other educators
		⌋ The dean/counselor is not developing a capacity to support his/her own practice in UDL and PBIS	⌋ The dean/counselor rarely pursues professional development to support his/her own practice in UDL and PBIS	⌋ The dean/counselor regularly pursues professional development to support his/her own practice in UDL and PBIS	⌋ The dean/counselor consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		⌋ The dean/counselor does not use effective strategies to reflect on his/her own performance and the progress of the school	⌋ Effective strategies are rarely used to allow the dean/counselor to reflect on his/her own performance and the progress of the school	⌋ The dean/counselor actively uses effective strategies to reflect on his/her own performance and the progress of the school	⌋ The dean/counselor demonstrate evidence of regularly reflecting on his/her own performance and the progress of the school through the use of formative and summative data
		⌋ The dean/counselor does not demonstrate leadership qualities to enhance the profession	⌋ The dean/counselor rarely works with pre-service candidates and/or current educators	⌋ The dean/counselor regularly displays professional responsibilities by working with pre-service candidates and/or current educators	⌋ The dean/counselor exemplifies professional responsibilities by working with pre-service candidates and pursuing other leadership opportunities to enhance the profession
		⌋ The dean/counselor seldom demonstrates professional responsibilities	⌋ The dean/counselor occasionally demonstrates professional responsibilities	⌋ The dean/counselor often demonstrates professional responsibilities	⌋ The dean/counselor always demonstrates professional responsibilities

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	**ACADEMIC SUCCESS**	⌋ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards) ⌋ Many students are receiving Ds and Fs ⌋ Student scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌋ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) ⌋ Student grades reflect consistently poor to average performance ⌋ Student scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌋ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) ⌋ Grades are reflective of student progress and growth ⌋ Student scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌋ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) ⌋ An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability ⌋ Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes **(Double Value)**
	LEARNING OUTCOMES	⌋ Students do not demonstrate knowledge of the school wide learning outcomes ⌋ Students demonstrate a passive learning attitude waiting for instructor direction ⌋ Students are unable to thoughtfully reflect on their skills and abilities	⌋ Students demonstrate minimal knowledge of the school wide learning outcomes ⌋ Few students demonstrate self-directed learning and seek appropriate help when needed ⌋ Few students demonstrate the ability to thoughtfully reflect on their skills and abilities	⌋ Students demonstrate knowledge and some success of the school wide learning outcomes ⌋ Many students demonstrate self-directed learning and seek appropriate help when needed ⌋ Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌋ Students consistently demonstrate success on each of the school wide learning outcomes ⌋ Most students consistently demonstrate self-directed learning and seek appropriate help when needed ⌋ Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)

		Students and/or parents report feeling poorly prepared for the next level of education or employment	Few students feel that their class experience prepared them well for their next steps in education or employment	Many students feel that their class experience prepared them well for their next steps in education or employment	Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

2018-2019 School Psychologist RUBRIC

SCHOOL PSYCHOLOGIST BEING EVALUATED

EVALUATOR

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK — UDL and Continuous Improvement	Data is not customized and displayed to promote visual and auditory explanations of evaluation reports	Data is rarely customized and displayed to promote visual and auditory explanations of evaluation reports	Data is occasionally customized and displayed to promote visual and auditory explanations of evaluation reports	Data is often customized and displayed to promote visual and auditory explanations of evaluation reports
	Multiple means of action and expression are not presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are rarely presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are occasionally presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are presented within scaffolding and remediation strategies which are recommended to improve the learning environment
	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are not provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are rarely provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are occasionally provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are regularly provided during case conferences
	Group presentation and individual conferences do not help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences rarely help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences occasionally help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences often help students make authentic, relevant and meaningful connections between school and their future
	Rarely reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Occasionally reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Often reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Regularly reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	⌋ Interactions with students are not connected to the school wide PBIS management system	⌋ Interactions with students are minimally connected to the school wide PBIS management system	⌋ Interactions with students are connected to the school wide PBIS management system	⌋ Interactions with students are clearly connected to the school-wide PBIS management system
	⌋ The school psychologist does not model collaborative relationships	⌋ The school psychologist rarely models collaborative relationships	⌋ The school psychologist often models collaborative relationships	⌋ The school psychologist consistently models collaborative relationships
	⌋ Does not encourage the use of PBIS for students	⌋ Rarely encourages the use of PBIS for students	⌋ Occasionally encourages the use of PBIS for students	⌋ Regularly encourages the use of PBIS for students
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse students are not given respect or welcomed	⌋ Few cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed	⌋ Some cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse students and families are given respect and are welcomed

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	⌋ The school psychologist does not participate in formal or informal Professional Learning Communities to share current research findings	⌋ The school psychologist rarely participates in formal or informal Professional Learning Communities to share current research findings	⌋ The school psychologist occasionally participates in formal or informal Professional Learning Communities to share current research findings	⌋ The school psychologist participates in formal or informal Professional Learning Communities to share current research findings
		⌋ The school psychologist is not developing a capacity to support his/her own practice in UDL , PBIS, and school psychology	⌋ The school psychologist rarely pursues professional development to support his/her own practice in UDL, PBIS, and school psychology	⌋ The school psychologist regularly pursues professional development to support his/her own practice in UDL, PBIS, and school psychology	⌋ The school psychologist habitually reviews and reflects on improving his/her practice in UDL, PBIS, and school psychology through professional development and self-reflection
		⌋ The school psychologist refuses to provide responses and services when approached by school personnel and/or community agencies	⌋ The school psychologist withholds responses and services when approached by school personnel and/or community agencies	⌋ The school psychologist collaborates with school personnel and/or community agencies, but limits responses and services.	The school psychologist collaborates with school personnel and/or community agencies to provide coordinated responses and services.
		⌋ The school psychologist does not display an understanding of students' developmental characteristics	⌋ The school psychologist occasionally displays an understanding of students' developmental characteristics	⌋ The school psychologist regularly displays an understanding of students' developmental characteristics	⌋ The school psychologist displays a knowledge of individual student characteristics and regularly displays an understanding of students' developmental characteristics
		The school psychologist seldom demonstrates professional responsibilities	⌋ The school psychologist occasionally demonstrates professional responsibilities	⌋ The school psychologist often demonstrates professional responsibilities	⌋ The school psychologist predominantly demonstrates professional responsibilities

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, ACADEMIC SUCCESS	⌋ Does not actively encourage that the referral for evaluation include intervention and data outcomes	⌋ Rarely encourages referral for evaluation to include intervention and data outcomes	⌋ Occasionally encourages referral for evaluation to include intervention and data outcomes	⌋ Encourages referral for evaluation to include intervention and data outcomes
	⌋ Does not use evidence to appropriately match student and academic needs	⌋ Rarely uses evidence to appropriately match student and academic needs	⌋ Occasionally uses evidence to appropriately match student and academic needs	⌋ Evidence shows appropriate match between student and academic needs
	⌋ Student scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌋ Student scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌋ Student scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌋ Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes **(Double Value)**

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
LEARNING OUTCOMES	⌋ Students do not demonstrate knowledge of the school wide learning outcomes	⌋ Students demonstrate minimal knowledge of the school wide learning outcomes	⌋ Students demonstrate knowledge and some success of the school wide learning outcomes	⌋ Students consistently demonstrate success on each of the school wide learning outcomes
	⌋ Parents and/or teachers do not grasp student's learning preferences and needs	⌋ Few parents and/or teachers grasp student's learning preferences and needs	⌋ Most parents and/or teachers grasp student's learning preferences and needs	⌋ Parents and/or teachers grasp student's learning preferences and needs
	⌋ Students are not coached to use their knowledge and skills in career, post-secondary, or long-term planning	⌋ Few students are coached to use their knowledge and skills in career, post-secondary, or long-term planning	⌋ Most students are coached to successfully used their knowledge and skills in career, post-secondary, or long-term planning	⌋ Students are coached to use their knowledge and skills in career, post-secondary planning or long-term planning
	⌋ Students are not encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals	⌋ Students are rarely encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals	⌋ Students are occasionally encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals	⌋ Students are encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals

BCSC
2018-2019 OT/PT SUCCESS RUBRIC

OT/PT BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌡ The goal is not posted	⌡ The goal is posted but not addressed or therapeutic interventions, strategies or methods are not aligned with the goal	⌡ The goal is posted and therapeutic intervention, strategies, methods and materials align with the goal	⌡ The goal is posted, attainable and accessible. Therapeutic interventions, strategies, methods and materials align with the goal
		⌡ Potential barriers are not considered during the planning of the therapeutic intervention or the design of the learning/therapy environment	⌡ Potential barriers are considered but the therapist is not applying that knowledge and making adaptations to the therapeutic intervention plan	⌡ Potential barriers are considered and the therapist applies that knowledge to the therapeutic/ learning environment	⌡ Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson/therapeutic intervention and the learning environment
		⌡ Content and skills are presented without options and scaffolding		⌡ Content and skills are presented in multiple ways with options but with minimal scaffolding	⌡ Content and skills are presented in multiple ways with options and scaffolding available
		⌡ Students are not engaged	⌡ Interventions/ activities are presented with few options and skills are presented without scaffolding	⌡ Students are engaged in relevant and meaningful therapeutic activities/interventions that enhance learning opportunities	⌡ Students are engaged in authentic, relevant, and meaningful therapeutic activities/interventions that enhance learning opportunities
		⌡ Students do not interact with or demonstrate content and skill for progress toward goal	⌡ Students are engaged in relevant therapeutic interventions, activities and learning opportunities	⌡ Students interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal	⌡ Students consistently interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal
			⌡ Students interact with content and skill comprehension but do not demonstrate progress toward goal		

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	⌋ PBIS learning environment expectations are not evident	⌋ PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection
	⌋ Trust and responsibility for both staff and students is not evident within the learning environment	⌋ Few students demonstrate a positive association with the OT/PT and learning environment and a commitment to the learning environment	⌋ Many students demonstrate positive association with the OT/PT and learning environment and a commitment to the learning environment	⌋ Students demonstrate a positive association with the OT/PT and learning environment, demonstrate a commitment to the learning environment, and interactions between students and the OT/PT model collaborative relationships
	⌋ Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	⌋ Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	⌋ Behavior within the learning environment shows evidence of PBIS learning environment expectations	⌋ Behavior within the learning environment demonstrates that students are empowered to help set expectations, policies, and activities
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse students do not feel respected and welcomed (e.g., students are not comfortable within the environment, they are not active members of the learning environment , and the language and actions used by the OT/PT do not reflect these values)	⌋ Few cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., few students are comfortable within the environment, few are active members of the learning environment , and the language and actions used by the OT/PT loosely reflect these values)	⌋ Some cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., some students are comfortable within the environment, some are active members of the learning environment , and the language and actions used by the OT/PT loosely reflect these values)	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the OT/PT reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	OT/PT does not discuss therapeutic treatment approaches/strategies within Professional Learning Communities	OT/PT does not regularly discuss therapeutic treatment approaches/strategies within Professional Learning Communities	OT/PT uses dedicated time (monthly) to meet, collaborate, and discuss therapeutic treatment approaches/strategies within Professional Learning Communities	In addition to Professional Learning Communities, the OT/PT conducts learning environment observations and uses other techniques to provide increased feedback and support to other colleagues.
		OT/PT is not developing a capacity to support his/her own practice in UDL and PBIS	OT/PT rarely pursues professional development to support his/her own practice in UDL and PBIS	OT/PT regularly pursues professional development to support his/her own practice in UDL and PBIS	OT/PT consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		OT/PT does not use effective strategies to reflect on his/her own performance and the progress of the student	Effective strategies are rarely used to allow the OT/PT to reflect on his/her own performance and the progress of the student	OT/PT actively uses effective strategies to reflect on his/her own performance and the progress of the student	OT/PT demonstrates evidence of regularly reflecting on his/her own performance and the progress of the student through the use of formative and summative data
		OT/PT does not demonstrate leadership qualities to enhance the profession	OT/PT rarely supervises or mentors OT/PT students or provides any training to other colleagues	OT/PT regularly displays professional responsibilities of mentoring OT/PT students or the training of other therapists	OT/PT exemplifies professional responsibilities by working with OT/PT students and participating in other leadership opportunities in enhancing the profession
		OT/PT seldom demonstrates professional responsibilities	OT/PT occasionally demonstrates professional responsibilities	OT/PT often demonstrates professional responsibilities	OT/PT always demonstrates professional responsibilities

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	**ACADEMIC SUCCESS**	⌐ Many students are not proficient in the knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)	⌐ Few students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)	⌐ Many students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)	⌐ Most students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)
		⌐ Less than 50% of OT/PT students are making progress toward discipline specific IEP goals.	⌐ 50% of OT/PT students are making progress toward discipline specific IEP goals.	⌐ 60% of OT/PT students are making progress toward discipline specific IEP goals.	⌐ 75% or more of OT/PT students are making progress toward discipline specific IEP goals.
		⌐ Student scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌐ Student scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌐ Student scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌐ Student scores on ==state and district standardized assessments== regularly exceed those of similar normed grouped and/or local classes **(Double Value)**
	LEARNING OUTCOMES	⌐ Students do not demonstrate knowledge of the school wide learning outcomes	⌐ Students demonstrate minimal knowledge of the school wide learning outcomes	⌐ Students demonstrate knowledge and some success of the school wide learning outcomes	⌐ Students consistently demonstrate success on each of the school wide learning outcomes
		⌐ Students demonstrate a passive learning attitude waiting for instructor direction	⌐ Few students demonstrate self-directed learning with maximal prompts and seek appropriate help when needed	⌐ Many students demonstrate self-directed learning with moderate prompts and seek appropriate help when needed	⌐ Most students consistently demonstrate self-directed learning with minimal prompts and seek appropriate help when needed
		⌐ Students and/or parents are unable to demonstrate/recognize the students' skills and abilities	⌐ Few students and/or parents demonstrate/recognize the students' skills and abilities	⌐ Many students and/or parents demonstrate/recognize the students' skills and abilities	⌐ Most students and/or parents demonstrate the ability to highlight the students' strengths and goals for future pursuits in the next level of education or employment.
		⌐ Students and/or parents report feeling poorly prepared for the next level of education or employment	⌐ Few students and/or parents feel that the class experience prepared the student well for the next steps in education or employment	⌐ Many students and/or parents feel that the class experience prepared the student well for the next steps in education or employment	⌐ Most students and/or parents report a high level of preparation for the next level of education or employment

BCSC
2018-2019 ATHLETIC COACH SUCCESS RUBRIC

ATHLETIC COACH BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**Continuous Improvement and UDL**	⌋ School wide learning outcomes are rarely mentioned with communicating with student-athletes	⌋ School learning outcomes are occasionally mentioned when communicating with student-athletes	⌋ School learning outcomes are mentioned when communicating with student-athletes	⌋ School learning outcomes are clearly incorporated into communication with students-athletes
		⌋ The planning and implementation of large group presentations and individual conferences specifically address none of the nine UDL guidelines	⌋ The planning and implementation of large group presentations and individual conferences specifically address some of the nine UDL guidelines	⌋ The planning and implementation of large group presentations and individual conferences specifically address most of the nine UDL guidelines	⌋ The planning and implementation of large group presentations and individual conferences specifically address the nine UDL guidelines
		⌋ The published school-wide goals are rarely incorporated into large group presentations and individual conferences utilizing the UDL guidelines	⌋ The published school-wide goals are rarely incorporated into large group presentations and individual conferences utilizing the UDL guidelines	⌋ The published school-wide goals are occasionally incorporated into large group presentations and individual conferences utilizing the UDL guidelines	⌋ The published school-wide goals are often incorporated into large group presentations and individual conferences utilizing the UDL guidelines
		⌋ Multiple means of engagement are not built into interactions with student-athletes	⌋ Multiple means of engagement are rarely built into interactions with student-athletes	⌋ Multiple means of engagement are occasionally built into interactions with student-athletes	⌋ Multiple- means of engagement are built into interactions with student-athletes
		⌋ Interactions do not compel student-athletes to participate in rigorous thinking and apply what they've learned	⌋ Interactions rarely compel student-athletes to participate in rigorous thinking and apply what they've learned	⌋ Interactions occasionally compel student-athletes s to participate in rigorous thinking and apply what they've learned	⌋ Interactions regularly compel student-athletes to participate in rigorous thinking and apply what they've learned
		⌋ Scaffolding and remediation strategies are never utilized when supporting student -athletes and coaches	⌋ Scaffolding and remediation strategies are rarely utilized when supporting students-athletes and coaches	⌋ Scaffolding and remediation strategies are occasionally utilized when supporting student -athletes and coaches	⌋ Scaffolding and remediation strategies are utilized when supporting student -athletes and coaches

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		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**Continuous Improvement and UDL**	There is no evidence of multiple means of representation when providing information to groups and individuals	There is little evidence of multiple means of representation when providing information to groups and individuals	There is some evidence of multiple means of representation when providing information to groups and individuals	There is clear evidence of multiple means of representation when providing information to groups and individuals
		Multiple means of action and expression are not common among all presentations and conferences	Multiple means of action and expression are rarely common among all presentations and conferences	Multiple means of action and expression are occasionally common among all presentations and conferences	Multiple means of action and expression are common among all presentations and conferences
		Group presentation and individual conferences do not help student-athletes make connects between school , athletics and their future	Group presentation and individual conferences rarely help student -athletes make connects between school , athletics and their future	Group presentation and individual conferences occasionally help student -athletes make connects between school , athletics and their future	Group presentation and individual-athletes conferences often help student make connects between school , athletics and their future
		Athletics lack connections to 21st Century skills	Few athletic lessons are connected to 21st Century skills	Some athletic lessons are connected to 21st Century skills	Many athletic lessons require connections to 21st Century skills
		Through coaching, students-athletes do not contribute to self-development through appropriate decision-making	Through coaching, student -athletes rarely contribute to self-development through appropriate decision-making	Through coaching, student -athletes occasionally contribute to self-development through appropriate decision-making	Through coaching, student -athletes consistently contribute to self-development through appropriate decision-making
		The learning environment is not flexible	Limited ability to create a flexible learning environment	Demonstrates the occasional ability to create a flexible learning environment	Demonstrates the ability to create a flexible learning environment
		Learning moments are ignored	There is a limited ability to adapt to learning moments	There is an occasional ability to adapt to learning moments	There is an ability to adapt to learning moments

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS/CULTURE	⌋ PBIS expectations are not evident	⌋ PBIS expectations are not evident (e.g., posted) and are not referred to during interactions with student-athletes	⌋ PBIS expectations are evident (e.g., posted), but are not referred to during interactions with student-athletes	⌋ PBIS expectations are evident (e.g., posted) and are referred to during interactions with student-athletes
	⌋ Interactions with student-athletes are not connected to the school wide PBIS management system	⌋ Interactions with student-athletes are minimally connected to the school wide PBIS management system	⌋ Interactions with student-athletes are connected to the school wide PBIS management system	⌋ Interactions with student-athletes are clearly connected to the school-wide PBIS management system
	⌋ An environment of trust and responsibility between the coach and student-athletes is not evident	⌋ Few student-athletes demonstrate a positive association with the coach and a commitment to the school culture	⌋ Many student-athletes demonstrate positive association with the coach and a commitment to the school culture	⌋ Student-athletes demonstrate a positive association with the coach and demonstrate a commitment to the school culture, and interactions between students and the athletic director model collaborative relationships
	⌋ The coach's rules does not refer to the school-wide expectations and does not utilize PBIS language	⌋ The coach's rules demonstrates a weak connection to the school-wide expectations using little PBIS language	⌋ The coach's rules demonstrates a connection to the school-wide expectations using some PBIS language	⌋ The coach's rules demonstrates a clear communication of the school-wide expectations using PBIS language
	⌋ Student-athletes report not feeling respected, cared about, and well known by the coach	⌋ Few student-athletes report feeling respected, cared about, and well known by the coach	⌋ Some student-athletes report feeling respected, cared about, and well known by the coach	⌋ Most student-athletes report feeling respected, cared about, and well known by the coach
	⌋ Students report not feeling respected, cared about, and well known by other athletes	⌋ Few students report feeling respected, cared about, and well known by other athletes	⌋ Some students report feeling respected, cared about, and well known by other athletes	⌋ Most students report feeling respected, cared about, and well known by the athletes
	⌋ The environment decreases the demonstration of responsible behavior from athletes and behavior management is done without a professional tone	⌋ The environment limits the demonstration of responsible behavior from athletes and behavior management is done without a professional tone	⌋ The environment encourages and supports the demonstration of responsible behavior from athletes but behavior management is done without a professional tone	⌋ The environment encourages and supports the demonstration of responsible behavior from athletes and behavior management is done with a ==professional tone==

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS/CULTURE	⌋ School management issues are widely evident and little commitment to a shared culture of learning is missing	⌋ School management issues are present and there is little commitment to a shared culture of learning	⌋ School management issues are minimal and there is some evidence of a shared commitment to a culture of learning	⌋ Athletes take great pride in the school culture and actively work to reinforce and defend it
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse athletes do not feel respected and welcomed (e.g., athletes are not comfortable within the environment, they are not active members of the school, and the language and actions used by the athletic director do not reflect these values)	⌋ Few cultural perspectives and experiences are valued and ethnically diverse athletes feel respected and welcomed (e.g., few athletes are comfortable within the environment, few are active members of the school, and the language and actions used by the athletic director loosely reflect these values)	⌋ Some cultural perspectives and experiences are valued and ethnically diverse athletes feel respected and welcomed (e.g., some athletes are comfortable within the environment, some are active members of the school, and the language and actions used by the athletic director loosely reflect these values)	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse athletes feel respected and welcomed (e.g., athletes are comfortable within the environment, are active members of the school, and the language and actions used by the athletic director reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	Effective processes are not used by the coach to collaborate, share in the decision-making process, and have a voice in the direction of the school	Few effective processes are in use in which the coach collaborates, shares in the decision-making, and has a voice in the direction of the school	The coach demonstrates transparent and effective processes including: collaboration, shared decision-making, and participating in the direction of the school	In addition to the "Effective" criteria: The coach works with parents, district representatives, community members, etc. to actively provide productive feedback and have a voice in setting the direction of the school
		In coaches' meetings the coach does not discuss student support strategies	In coaches' meetings the coach does not regularly discuss student support strategies	In addition to the coaches' meetings the coach uses dedicated time (weekly or bi-weekly) to meet, collaborate, and discuss student support strategies	In addition to the coaches' meetings the coach conducts peer observations and other techniques to provide increased feedback and support to coaches and teachers
		Effective strategies are not used to review formative and summative data to help improve student-athlete learning and the school experience	The coach rarely uses formative and summative data to help improve student-athlete learning and the school experience	The coach sometimes uses formative and summative data to help improve student-athlete learning and the school experience	The coach often uses formative and summative data to help improve student-athlete learning and the school experience
		The coach is not developing a capacity to support his/her own practice	The coach rarely pursues professional development to support his/her own practice	The coach regularly pursues professional development to support his/her own	The coach habitually reviews and reflects on improving his/her practice through professional development and self-reflection
		The coach does not use effective strategies to reflect on his/her own performance and the progress of the school	Effective strategies are rarely used to allow the coach to reflect on his/her own performance and the progress of the school	The coach actively uses effective strategies to reflect on his/her own performance and the progress of the school	The coach demonstrates evidence of regularly reflecting on his/her own performance and the progress of the school

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
ACADEMIC CITIZENSHIP	The coach does not display professional responsibilities of using corporation resources for improvement	The coach rarely uses corporation resources for improvement	The coach often uses corporation resources for improvement	The coach uses corporation resources for improvement and provides resources for others to improve
	The coach does not demonstrate leadership qualities to enhance the profession	The coach rarely supervises or mentors lay coaches/interns, assistant coaches/interns, or provides any training to other coaches/interns	The coach regularly displays professional responsibilities of mentoring lay coaches/interns assistant coaches/interns, or the training of other coaches/interns	The coach exemplifies professional responsibilities by working with lay coaches/interns, assistant coaches/interns, and other leadership opportunities in enhancing the profession
	The coach does not display an understanding of student-athletes developmental characteristics	The coach occasionally displays an understanding of student-athletes developmental characteristics	The coach regularly displays an understanding of student-athletes developmental characteristics	The coach displays a knowledge of individual student –athletes characteristics and regularly displays an understanding of ==students' developmental characteristics==
	The coach seldom demonstrates professional responsibilities	The coach occasionally demonstrates professional responsibilities	The coach demonstrates professional responsibilities	The coach always demonstrates ==professional responsibilities==

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	ACADEMIC SUCCESS	⌋ Few student-athletes demonstrate appropriate annual academic progress	⌋ Some student-athletes demonstrate appropriate annual academic progress	⌋ Many student-athletes demonstrate appropriate annual academic progress	⌋ Most/all student-athletes demonstrate ==appropriate annual academic progress==
		⌋ Never use data to address student-athlete performance concerns	⌋ Rarely use data to address student-athlete performance concerns	⌋ Sometimes use data to address student-athlete performance concerns	⌋ Regularly use data to address student-athlete performance concerns
		⌋ Evidence is not present that students-athletes are completing rigorous class work and/or college-prep work	⌋ Few student-athletes are successfully completing rigorous class work and/or college-prep work	⌋ Student-athletes are successfully completing rigorous class work and/or college-prep work	⌋ An exceptional number of student-athletes are successfully completing rigorous class work and/or college prep work
		⌋ Significant participation and achievement gaps between various groups in the school are demonstrated	⌋ Participation and achievement gaps between various groups school-wide are evident	⌋ Participation and achievement gap between various groups school-wide are beginning to narrow	⌋ Evidence shows narrowed participation and achievement gaps between various student groups school-wide
		⌋ Many student-athletes are receiving Ds and Fs	⌋ Student-athlete grades reflect consistently poor to average performance	⌋ Grades are reflective of student-athlete progress and growth	⌋ An exceptional number of student-athletes can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
		⌋ Student-athlete attendance is 90% or above	⌋ Student-athlete attendance is 92% or above	⌋ Student-athlete attendance is 95% or above	⌋ Student-athlete attendance is 97% or above

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
LEARNING OUTCOMES	⌡ Many student-athletes fail to demonstrate a strong, professional work ethic	⌡ Few student-athletes demonstrate a strong, professional work ethic and take personal responsibility for their success	⌡ Some student-athletes demonstrate a strong, professional work ethic and take personal responsibility for their success	⌡ Most student-athletes demonstrate a strong professional work ethic and take personal responsibility for their success
	⌡ Student-athletes demonstrate a passive learning attitude waiting for direction	⌡ Few student-athletes demonstrate self-directed learning and seek appropriate help when they need it	⌡ Most student-athletes demonstrate self-directed learning and seek appropriate help when they need it	⌡ Student-athletes consistently demonstrate self-directed learning and seek appropriate help when they need it
	⌡ Student-athletes are unaware of strengths and weakness regarding the school-wide learning outcomes	⌡ Few student-athletes are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance	⌡ Some student-athletes are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance	⌡ Most student-athletes are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance
	⌡ Student-athletes are unable to thoughtfully reflect on their skills and abilities	⌡ Few student-athletes demonstrate the ability to thoughtfully reflect on their skills and abilities	⌡ Most student-athletes demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌡ Student-athletes demonstrate the ability to highlight their strengths and goals in pursuit of long term planning goals (i.e. through portfolios, resumes)

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
POST CLASS	⌋ Student-athletes and/or parents report feeling poorly prepared for the next level of education or employment	⌋ Few student-athletes feel that their athletic experience prepared them well for their next steps in education or employment	⌋ Most student-athletes feel that their athletic experience prepared them well for their next steps in education or employment	⌋ Student-athletes and/or parents report a high level of preparation for the next level of education or employment
	⌋ No evidence that student-athletes experience success at the next educational level or employment	⌋ Little evidence student-athletes experience success at the next educational level or employment	⌋ Most student-athletes experience success at the next educational level or employment	⌋ Older alumni report working in a field that is rewarding and at a sufficient salary and virtually all student-athletes demonstrate success at the next level of education or employment
	⌋ Most or all student-athletes need remediation at the next level	⌋ Many student-athletes need remediation at the next level	⌋ Most student-athletes do not need remediation at the next level	⌋ Virtually no student-athlete needs remediation at the next level

COMMENTS:

BCSC
2018-2019 ATHLETIC DIRECTOR SUCCESS RUBRIC

ATHLETIC DIRECTOR BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌋ School wide goals are not known	⌋ School wide goals are known but not addressed or instructional resources are not aligned with the goals	⌋ School wide goals are known and instructional resources align with the goal	⌋ School wide goal are known, attainable and accessible. Instructional resources align with the goal
		⌋ Potential barriers are not considered during the planning of the interaction or the design of the learning environment	⌋ Potential barriers are considered but the athletic director is not applying that knowledge to the interaction	⌋ Potential barriers are considered and the athletic director applies that knowledge to the learning environment	⌋ Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment
		⌋ Content and skills are presented without options and scaffolding	⌋ Content is presented with few options and skills are presented without scaffolding	⌋ Content and skills are presented in multiple ways with options but with minimal scaffolding	⌋ Content and skills are presented in multiple ways with options and scaffolding available
		⌋ The coaches and students are not engaged	⌋ The coaches and students are engaged in relevant learning opportunities	⌋ The coaches and students are engaged in relevant and meaningful learning opportunities	⌋ The coaches and students are engaged in authentic, relevant and meaningful learning opportunities
		⌋ The coaches and students do not interact with or demonstrate content and skill comprehension	⌋ The coaches and students interact with content and skill comprehension but do not demonstrate knowledge	⌋ The coaches and students interact with and demonstrate content and skill comprehension in multiple ways	⌋ The coaches and students consistently interact with and demonstrate content and skill comprehension in multiple ways

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	⌋ PBIS learning environment expectations are not evident	⌋ PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
	⌋ Trust and responsibility between the athletic director and coaches, students, and community members is not evident within the learning environment	⌋ Few coaches, students, and community members demonstrate a positive association with the athletic director and learning environment and a commitment to the learning environment	⌋ Many coaches, students, and community members demonstrate positive association with the athletic director and learning environment and a commitment to the learning environment	⌋ The coaches, students, and community members demonstrate a positive association with the athletic director and learning environment, demonstrate a commitment to the learning environment, and interactions between coaches and students and the athletic director model collaborative relationships
	⌋ Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	⌋ Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	⌋ Behavior within the learning environment shows evidence of PBIS learning environment expectations	⌋ Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse school community members do not feel respected and welcomed (e.g., school community members are not comfortable within the environment, they are not active members of the learning environment , and the language and actions used by the athletic director do not reflect these values)	⌋ Few cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., few school community members are comfortable within the environment, few are active members of the learning environment , and the language and actions used by the athletic director loosely reflect these values)	⌋ Some cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., some school community members are comfortable within the environment, some are active members of the learning environment , and the language and actions used by the athletic director loosely reflect these values)	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the athletic director reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	⌋ The athletic director does not discuss information and coaching strategies with coaches	⌋ The athletic director does not regularly discuss information and coaching strategies with coaches	⌋ The athletic director sometimes uses dedicated time to meet, collaborate, and discuss resources, information and coaching strategies with coaches	⌋ The athletic director regularly conducts learning environment observations and supplies techniques to provide increased feedback and support to coaches
		⌋ The athletic director is not developing a capacity to support his/her own practice in UDL and PBIS	⌋ The athletic director rarely pursues professional development to support his/her own practice in UDL and PBIS	⌋ The athletic director regularly pursues professional development to support his/her own practice in UDL and PBIS	⌋ The athletic director consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		⌋ The athletic director does not use effective strategies to reflect on his/her own performance and the progress of the athletic department	⌋ Effective strategies are rarely used by the athletic director to reflect on his/her own performance and the progress of the athletic program	⌋ The athletic director actively uses effective strategies to reflect on his/her own performance and the progress of the athletic program	⌋ The athletic director demonstrates evidence of regularly reflecting on his/her own performance and the progress of the athletic program through the use of formative and summative data
		⌋ The athletic director seldom demonstrates professional responsibilities	⌋ The athletic director occasionally demonstrates professional responsibilities	⌋ The athletic director often demonstrates professional responsibilities	⌋ The athletic director always demonstrates ==professional responsibilities==

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	**ACADEMIC SUCCESS**	⌋ Many student athletes are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)	⌋ Few student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Many student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Most student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
		⌋ Many student athletes are receiving Ds and Fs	⌋ Student athletes' grades reflect consistently poor to average performance	⌋ Grades are reflective of student athletes' progress and growth	⌋ An exceptional number of student athletes can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
		⌋ Student athletes' scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌋ Student athletes' scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌋ Student athletes' scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌋ Student athletes' scores on ==state and district standardized assessments== regularly exceed those of similar normed grouped and/or local classes **(Double Value)**
	LEARNING OUTCOMES	⌋ Student athletes do not demonstrate knowledge of the school wide learning outcomes	⌋ Student athletes demonstrate minimal knowledge of the school wide learning outcomes	⌋ Student athletes demonstrate knowledge and some success of the school wide learning outcomes	⌋ Student athletes consistently demonstrate success on each of the school wide learning outcomes
		⌋ Student athletes demonstrate a passive learning attitude waiting for instructor direction	⌋ Few student athletes demonstrate self-directed learning and seek appropriate help when needed	⌋ Many student athletes demonstrate self-directed learning and seek appropriate help when needed	⌋ Most student athletes consistently demonstrate self-directed learning and seek appropriate help when needed
		⌋ Student athletes are unable to thoughtfully reflect on their skills and abilities	⌋ Few student athletes demonstrate the ability to thoughtfully reflect on their skills and abilities	⌋ Many student athletes demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌋ Most student athletes demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
		⌋ Student athletes and/or parents report feeling poorly prepared for the next level of education or employment	⌋ Few student athletes feel that their class experience prepared them well for their next steps in education or employment	⌋ Many student athletes feel that their class experience prepared them well for their next steps in education or employment	⌋ Most student athletes and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

BCSC

2018-2019 BUILDING ADMINISTRATOR SUCCESS RUBRIC

ADMINISTRATOR BEING EVALUATED

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EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	School wide goals are not known	School wide goals are known but not addressed or instructional resources are not aligned with the goals	School wide goals are known and instructional resources align with the goal	School wide goal are known, attainable, and accessible. Instructional resources align with the goal
		Potential barriers are not considered during the planning of the interaction or the design of the learning environment	Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	Potential barriers are considered and the building administrator applies that knowledge to the learning environment	Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment
		Content and skills are presented without options and scaffolding	Content is presented with few options and skills are presented without scaffolding	Content and skills are presented in multiple ways with options but with minimal scaffolding	Content and skills are presented in multiple ways with options and scaffolding available
		The school community members are not engaged	The school community members are engaged in relevant learning opportunities	The school community members are engaged in relevant and meaningful learning opportunities	The school community members are engaged in authentic, relevant and meaningful learning opportunities
		The school community members do not interact with or demonstrate content and skill comprehension	The school community members interact with content and skill comprehension but do not demonstrate knowledge	The school community members interact with and demonstrate content and skill comprehension in multiple ways	The school community members consistently interact with and demonstrate content and skill comprehension in multiple ways

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	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	⌋ PBIS learning environment expectations are not evident	⌋ PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	⌋ PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
	⌋ Trust and responsibility between the building administrator and school community members is not evident within the learning environment	⌋ Few school community members demonstrate a positive association with the building administrator and learning environment and a commitment to the learning environment	⌋ Many school community members demonstrate positive association with the building administrator and learning environment and a commitment to the learning environment	⌋ The school community members demonstrate a positive association with the building administrator and learning environment, demonstrate a commitment to the learning environment, and interactions between school community and the building administrator model collaborative relationships
	⌋ Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	⌋ Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	⌋ Behavior within the learning environment shows evidence of PBIS learning environment expectations	⌋ Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities
	⌋ Cultural perspectives and experiences are not valued and ethnically diverse school community members do not feel respected and welcomed (e.g., school community members are not comfortable within the environment, they are not active members of the learning environment , and the language and actions used by the building administrator do not reflect these values)	⌋ Few cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., few school community members are comfortable within the environment, few are active members of the learning environment , and the language and actions used by the building administrator loosely reflect these values)	⌋ Some cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., some school community members are comfortable within the environment, some are active members of the learning environment , and the language and actions used by the building administrator loosely reflect these values)	⌋ Multiple cultural perspectives and experiences are valued and ethnically diverse school community members feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the building administrator reflects these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**ACADEMIC CITIZENSHIP**	⌋ The administrator does not discuss information and teaching strategies through structured facilitated groups	⌋ The administrator does not regularly discuss information and teaching strategies through structured facilitated groups	⌋ The administrator use regular dedicated time to meet, collaborate, and discuss resources, information and teaching strategies through structured facilitated groups	⌋ In addition to structured facilitated groups, the administrator conducts learning environment observations and uses other techniques to provide increased feedback and support to other educators
		⌋ Administrator is not developing a capacity to support his/her own practice in UDL and PBIS	⌋ Administrator rarely pursues professional development to support his/her own practice in UDL and PBIS	⌋ Administrator regularly pursues professional development to support his/her own practice in UDL and PBIS	⌋ Administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		⌋ Administrator does not use effective strategies to reflect on his/her own performance and the progress of the school	⌋ Effective strategies are rarely used to allow the administrator to reflect on his/her own performance and the progress of the school	⌋ Administrator actively uses effective strategies to reflect on his/her own performance and the progress of the school	⌋ Administrator demonstrates evidence of regularly reflecting on his/her own performance and the progress of the school through the use of formative and summative data
		⌋ Administrator does not demonstrate leadership qualities to enhance the profession	⌋ Administrator rarely supervises or mentors student teachers, probationary teachers, or provides any training of educators	⌋ Administrator regularly displays the professional responsibilities of mentoring student teachers, probationary teachers, or the training of educators	⌋ Administrator exemplifies professional responsibilities by working with student teachers, probationary teachers, and pursuing other leadership opportunities to enhance the profession
		⌋ Administrator seldom demonstrates professional responsibilities	⌋ Administrator occasionally demonstrates professional responsibilities	⌋ Administrator often demonstrates professional responsibilities	⌋ Administrator always demonstrates ==professional responsibilities==

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		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	**ACADEMIC SUCCESS**	⌋ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)	⌋ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
		⌋ Many students are receiving Ds and Fs	⌋ Student grades reflect consistently poor to average performance	⌋ Grades are reflective of student progress and growth	⌋ An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
		⌋ Student scores on state or district assessments are lower than those of similar classes **(Double Value)**	⌋ Student scores on state or district standardized assessments meet those of similar and/or local classes **(Double Value)**	⌋ Student scores on state and district standardized assessments exceed those of similar and/or local classes **(Double Value)**	⌋ Student scores on ==state and district standardized assessments== regularly exceed those of similar normed grouped and/or local classes **(Double Value)**
	LEARNING OUTCOMES	⌋ Students do not demonstrate knowledge of the school wide learning outcomes	⌋ Students demonstrate minimal knowledge of the school wide learning outcomes	⌋ Students demonstrate knowledge and some success of the school wide learning outcomes	⌋ Students consistently demonstrate success on each of the school wide learning outcomes
		⌋ Students demonstrate a passive learning attitude waiting for instructor direction	⌋ Few students demonstrate self-directed learning and seek appropriate help when needed	⌋ Many students demonstrate self-directed learning and seek appropriate help when needed	⌋ Most students consistently demonstrate self-directed learning and seek appropriate help when needed
		⌋ Students are unable to thoughtfully reflect on their skills and abilities	⌋ Few students demonstrate the ability to thoughtfully reflect on their skills and abilities	⌋ Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌋ Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
		⌋ Students and/or parents report feeling poorly prepared for the next level of education or employment	⌋ Few students feel that their class experience prepared them well for their next steps in education or employment	⌋ Many students feel that their class experience prepared them well for their next steps in education or employment	⌋ Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

2018-2019 DISTRICT ADMINISTRATOR SUCCESS RUBRIC

DISTRICT ADMINISTRATOR BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌋ District wide goals are not known	⌋ District wide goals are known but not addressed or instructional resources are not aligned with the goals	⌋ District wide goals are known and instructional resources align with the goal	⌋ District wide goals are known, attainable, and accessible. Instructional resources align with the goal
		⌋ Potential barriers are not considered during the planning of the interaction or the design of the learning environment	⌋ Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	⌋ Potential barriers are considered and the building administrator applies that knowledge to the learning environment	⌋ Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment
		⌋ Content and skills are presented without options and scaffolding	⌋ Content is presented with few options and skills are presented without scaffolding	⌋ Content and skills are presented in multiple ways with options but with minimal scaffolding	⌋ Content and skills are presented in multiple ways with options and scaffolding available
		⌋ The district community members are not engaged	⌋ The district community members are engaged in relevant learning opportunities	⌋ The district community members are engaged in relevant and meaningful learning opportunities	⌋ The district community members are engaged in authentic, relevant, and meaningful learning opportunities
		⌋ The district community members do not interact with or demonstrate content and skill comprehension	⌋ The district community members interact with content and skill comprehension but do not demonstrate knowledge	⌋ The district community members interact with and demonstrate content and skill comprehension in multiple ways	⌋ The district community members consistently interact with and demonstrate content and skill comprehension in multiple ways

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**ACADEMIC CITIZENSHIP**	⌋ The district administrator does not discuss information and teaching strategies through Professional Learning Communities	⌋ The district administrator does not regularly discuss information and teaching strategies through Professional Learning Communities	⌋ The district administrator uses regular dedicated time to meet, collaborate, and discuss resources, information and teaching strategies through Professional Learning Communities	⌋ In addition to ==Professional Learning Communities==, the district administrator conducts learning environment observations and uses other techniques to provide increased feedback and support to other educators and administrators
		⌋ District administrator is not developing a capacity to support his/her own practice in UDL and PBIS	⌋ District administrator rarely pursues professional development to support his/her own practice in UDL and PBIS	⌋ District administrator regularly pursues professional development to support his/her own practice in UDL and PBIS	⌋ District administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		⌋ District administrator does not use effective strategies to reflect on his/her own performance and the progress of the district	⌋ Effective strategies are rarely used to allow the district administrator to reflect on his/her own performance and the progress of the district	⌋ District administrator actively uses effective strategies to reflect on his/her own performance and the progress of the district	⌋ District administrator demonstrates evidence of regularly reflecting on his/her own performance and the progress of the district through the use of formative and summative data
		⌋ District administrator does not demonstrate leadership qualities to enhance the profession	⌋ District administrator rarely supervises or mentors new, current, or interim building level administrators	⌋ District administrator regularly displays the professional responsibilities of mentoring new, current, or interim building level administrators	⌋ District administrator exemplifies professional responsibilities by working with current, new, or interim building level administrators and pursuing other leadership opportunities to enhance the profession
		⌋ District administrator seldom demonstrates professional responsibilities	⌋ District administrator occasionally demonstrates professional responsibilities	⌋ District administrator often demonstrates professional responsibilities	⌋ District administrator always demonstrates ==professional responsibilities==

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT,	**ACADEMIC SUCCESS**	⌋ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)	⌋ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌋ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
		⌋ Many students are receiving Ds and Fs	⌋ Student grades reflect consistently poor to average performance	⌋ Grades are reflective of student progress and growth	⌋ An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
		⌋ Never uses data to address academic progress	⌋ Rarely uses data to address academic progress	⌋ Sometimes uses data to address academic progress	⌋ Regularly uses data to address academic progress
	LEARNING OUTCOMES	⌋ The school district receives a grade of F from the IDOE **(Double value)**	⌋ The school district receives a grade D from the IDOE **(Double value)**	⌋ The school district receives a grade of C from the IDOE **(Double value)**	⌋ The school district receives a grade of A or B from the IDOE **(Double value)**
		⌋ Students do not demonstrate knowledge of the district wide learning outcomes	⌋ Students demonstrate minimal knowledge of the district wide learning outcomes	⌋ Students demonstrate knowledge and some success of the district wide learning outcomes	⌋ Students consistently demonstrate success on each of the district wide learning outcomes
		⌋ Students demonstrate a passive learning attitude waiting for instructor direction	⌋ Few students demonstrate self-directed learning and seek appropriate help when needed	⌋ Many students demonstrate self-directed learning and seek appropriate help when needed	⌋ Most students consistently demonstrate self-directed learning and seek appropriate help when needed
		⌋ Students are unable to thoughtfully reflect on their skills and abilities	⌋ Few students demonstrate the ability to thoughtfully reflect on their skills and abilities	⌋ Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)	⌋ Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
		⌋ Students and/or parents report feeling poorly prepared for the next level of education or employment	⌋ Few students feel that their class experience prepared them well for their next steps in education or employment	⌋ Many students feel that their class experience prepared them well for their next steps in education or employment	⌋ Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

BCSC
2018-2019 SUPERINTENDENT AND ASSISTANT SUPERINTENDENT SUCCESS RUBRIC

DISTRICT ADMINISTRATOR BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	**UDL**	⌋ District wide vision, mission and HEO's are not known	⌋ District wide vision, mission and HEO's are known but resources are not used to support them	⌋ District wide vision, mission and HEO's are known but only a few resources are used to support them	⌋ District wide vision, mission and HEO's are known and resources are used to support them
		⌋ Potential barriers related to the policies, structures, and systems are not identified or addressed	⌋ Potential barriers related to the policies, structures, and systems are identified but not addressed	⌋ Potential barriers related to the policies, structures, and systems are identified but are minimally addressed	⌋ Potential barriers related to the policies, structures, and systems are identified and addressed
		⌋ Data and information are not presented in multiple ways	⌋ Data and information are seldom presented in multiple ways	⌋ Data and information are sometimes presented in multiple ways	⌋ Data and information are presented in multiple ways
		⌋ Data, information, and policy recommendations are not shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it	⌋ Data, information, and policy recommendations are seldom shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it	⌋ Data, information, and policy recommendations are sometimes shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it	⌋ Data, information, and policy recommendations are shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it
		⌋ The district and community members are not provided multiple opportunities to offer feedback on policies, structures, and systems	⌋ The district and community members are seldom provided multiple opportunities to offer feedback on policies, structures, and systems	⌋ The district and community members are occasionally provided multiple opportunities to offer feedback on policies, structures, and systems	⌋ The district and community members are provided multiple opportunities to offer feedback on policies, structures, and systems

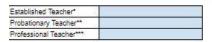|		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
DISTRICT CULTURE	PBIS	Culture of respect, fairness, and trust are not referred to during interactions with district and community members	Culture of respect, fairness and trust are rarely referred to during interactions with district and community members	Culture of respect, fairness, and trust are occasionally referred to during interactions with district and community members	Culture of respect, fairness, and trust are referred to during interactions with district and community members
		The district and community members are not provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are rarely provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are occasionally provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent
		Behavior demonstrated by the superintendent or the assistant superintendent does not lead district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the superintendent or the assistant superintendent rarely leads district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the superintendent or the assistant superintendent occasionally leads district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the superintendent or the assistant superintendent leads district and community members to be empowered to help set school expectations, policies, and activities
		Cultural perspectives and experiences are not valued and ethnically diverse district and community members do not feel respected and welcomed (e.g., educators and administrators are not comfortable within the environment, they are not active members of the learning environment and the language and actions used by the superintendent or assistant superintendent do not reflect these values)	Few cultural perspectives and experiences are valued and ethnically diverse district and community members feel respected and welcomed (e.g., few educators and administrators are comfortable within the environment, few are active members of the learning environment and the language and actions used by the superintendent or assistant superintendent rarely reflect these values)	Some cultural perspectives and experiences are valued and ethnically diverse district and community members feel respected and welcomed (e.g., some educators and administrators are comfortable within the environment, some are active members of the learning environment and the language and actions used by the superintendent or assistant superintendent occasionally reflect these values)	Multiple cultural perspectives and experiences are valued and ethnically diverse district and community members feel respected and welcomed (e.g., educators and administrators are comfortable within the environment, are active members of the learning environment, and the language and actions used by the superintendent or assistant superintendent consistently reflect these values)

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
ACADEMIC CITIZENSHIP	ACADEMIC CITIZENSHIP	⌋ The superintendent or assistant superintendent does not conduct observations of fiscal or instructional climates and does not use strategies to provide increased feedback and support to other district and community members	⌋ The superintendent or assistant superintendent rarely conducts observations of fiscal or instructional climates and uses few strategies to provide increased feedback and support to other district and community members	⌋ The superintendent or assistant superintendent occasionally conducts observations of fiscal or instructional climates and occasionally uses strategies to provide increased feedback and support to other district and community members	⌋ The superintendent or assistant superintendent consistently conducts observations of fiscal or instructional climates and consistently uses strategies to provide increased feedback and support to other district and community members
		⌋ Superintendent or assistant superintendent does not review and reflect on improving his/her practice	⌋ Superintendent or assistant superintendent rarely reviews and reflects on improving his/her practice	⌋ Superintendent or assistant superintendent occasionally reviews and reflects on improving his/her practice	⌋ Superintendent or assistant superintendent consistently reviews and reflects on improving his/her practice
		⌋ Superintendent or assistant superintendent does not use effective strategies to reflect on his/her own performance and the progress of the district	⌋ Effective strategies are rarely used to allow the superintendent or assistant superintendent to reflect on his/her own performance and the progress of the district	⌋ Superintendent or assistant superintendent occasionally uses effective strategies to reflect on his/her own performance and the progress of the district	⌋ Superintendent or assistant superintendent demonstrates evidence of consistently reflecting on his/her own performance and the progress of the district through the use of formative and summative data
		⌋ Superintendent or assistant superintendent does not demonstrate leadership qualities to enhance the profession	⌋ Superintendent or assistant superintendent rarely supervises or mentors new, current, or interim building or district level administrators	⌋ Superintendent or assistant superintendent occasionally displays the professional responsibilities of mentoring new, current, or interim building or district level administrators	⌋ Superintendent or assistant superintendent exemplifies professional responsibilities by working with current, new, or interim building or district level administrators and pursues other leadership opportunities to enhance the profession
		⌋ Superintendent or assistant superintendent seldom demonstrates professional responsibilities	⌋ Superintendent or assistant superintendent occasionally demonstrates professional responsibilities	⌋ Superintendent or assistant superintendent often demonstrates professional responsibilities	⌋ Superintendent or assistant superintendent always demonstrates professional responsibilities

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT	ACADEMIC SUCCESS	⌡ Many students are not proficient in the knowledge and skills as defined by the state or district content standards(i.e., mastery of the standards)	⌡ Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌡ Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	⌡ Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
		⌡ Never use data to address academic progress	⌡ Rarely use data to address academic progress	⌡ Sometimes use data to address academic progress	⌡ Regularly use data to address academic progress
	LEARNING OUTCOMES	⌡ The school district receives a grade of F from the IDOE **(Double value)**	⌡ The school district receives a grade D from the IDOE **(Double value)**	⌡ The school district receives a grade of C from the IDOE **(Double value)**	⌡ The school district receives a grade of A or B from the IDOE **(Double value)**
		⌡ Students do not demonstrate knowledge of the district wide learning outcomes	⌡ Students demonstrate minimal knowledge of the district wide learning outcomes	⌡ Many students demonstrate knowledge and some success of the district wide learning outcomes	⌡ Most students consistently demonstrate success on each of the district wide learning outcomes
		⌡ Students and/or parents report feeling poorly prepared for the next level of education or employment	⌡ Few students feel that their class experience prepared them well for their next steps in education or employment	⌡ Many students feel that their class experience prepared them well for their next steps in education or employment	⌡ Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

Appendix B

Teacher Evaluation Scoring Sheet

Evaluatee Last Name:	
Evaluatee First Name:	
Evaluatee Number:	
Department	
School	
Evaluator	

Established Teacher*	
Probationary Teacher**	
Professional Teacher***	

BCSC

2016-2017

School	

	Date	Time
Observation #1		
Observation #2		

Ineffective = 1
Needs Improvement = 2
Effective = 3
Highly Effective = 4

2017-2018 Goals: (Alt Enter)

			Weighted Score
UDL 1.1	Learning Goals		0.00
UDL 1.2	Scaffolding		0.00
UDL 1.3	Representation		0.00
UDL 1.4	Engagement		0.00
UDL 1.5	Expression		0.00
UDL Totals (50%)			0.00

PBIS 2.1	Learning Environment		0.00
PBIS 2.2	Relationships		0.00
PBIS 2.3	Behavior		0.00
PBIS 2.4	Cultural Responsiveness		0.00
PBIS Totals (15%)			0.00

AC 3.1	PLC		0.00
AC 3.2	Professional Development		0.00
AC 3.3	Use of Data		0.00
AC 3.4	Leadership		0.00
AC 3.5	Responsibilities		0.00
Academic Citizenship Totals (10%)			0.00

SG 4.1	Standards Mastery		0.00
SG 4.2	Grades		0.00
SG 4.3	School Grade		0.00
SG 4.4	SWLOC		0.00
SG 4.5	Self-Directed Learning		0.00
SG 4.6	Reflection		0.00
SG 4.7	Preparation		0.00
Student Achievement Totals (25%)			0.00

Total Evaluation Score			0.00

Category	# Range	Score
Ineffective	1.00-1.75	0.00
Needs Improvement	1.76-2.50	-
Effective	2.51-3.25	-
Highly Effective	3.26-4.00	-

Evaluator signature/date:

Evaluatee signature/date:

My signature to this evaluation denotes only that I have been apprised of its contents. It does not indicate that I agree with the evaluation.

Appendix C
Professional Support Action Plan

Bartholomew Consolidated School Corporation
Professional Support Action Plan

Certified Employee: _____

School: _____

Evaluation Category: _____

Date: _____

Evaluator: _____

1. **Identification of the problem or concern:**

2. **List the Plan of Action to resolve the problem or concern:**

3. **List the strategies for resolution including Professional Development activities:**

4. **List the indicators of success:**

5. **List the timeline for review of the Professional Support Action Plan (no longer than 90 school days):**

A plan of action has been developed and a date to review the effectiveness of the plan has been established.

Date: _____

Teacher Signature: _____

Evaluator Signature: _____

Association Representative Signature: _____

Results of the review of the Professional Support Action Plan:

____ **The problem or concern has been resolved. The certified employee is removed from the Professional Support Action Plan.**

____ **The problem or concern has not been resolved. The certified employee is moved to the Intensive Professional Support Action Plan for an additional 90 school days and a new timeline for review has been established.**

Bartholomew Consolidated School Corporation
Intensive Professional Support Action Plan

1. List any updates to the Professional Support Plan of Action:

2. List any additional strategies for resolution including any new Professional Development activities:

3. List the indicators of success:

4. List the timeline for review of the Intensive Professional Support Action Plan (no longer than 90 school days):

<u>Results of the review of the Intensive Professional Support Action Plan:</u>

_____ **The problem or concern has been resolved. The certified employee is removed from the Intensive Professional Support Action Plan.**

_____ **The problem or concern has not been resolved. Any next steps in the evaluation of this certified employee will be outlined with the Assistant Superintendent for Human Resources.**

Date: _____

Teacher Signature: _____

Evaluator Signature: _____

Association Representative Signature:

Appendix D

Artifacts

I. **UDL (50%)**
- Lesson/Presentation/Conference Plans with evidence of the nine UDL guidelines, including:
  - evidence of a goal. All activities and assessments align with this goal.
  - evidence of purposeful engagement throughout the lesson.
  - evidence of scaffolding, remediation and rigor guiding students to create, evaluate, and analyze information.
  - evidence of assessment examples that demonstrate multiple means of action and expression (e.g., rubrics).
- Examples of student work (with evidence of individual teacher feedback).
- Video clips of instruction (e.g., demonstrating student choice).
- Syllabus and/or instructional activity list clarifying student choice.

II. **PBIS (15%)**
- Lesson/Presentation/Conference Plans with evidence of PBIS, including:
  - varied cultural perspectives.
  - options for student input.
- Digital picture of posted classroom expectations.
- PBIS expectations are clearly woven into classroom documents (e.g., classroom management plan, syllabus, classroom rules).
- Evidence of rapport with students (e.g., student letters, parent letter, evaluation of classroom culture).
- Disciplinary referral data.

III. **Academic Citizenship (10%)**
- Lesson/Presentation/Conference Plans with evidence of Academic Citizenship, including:
  - formative or summative self-assessment data are used to alter lesson development.
  - formative or summative student assessment data are used to alter lesson development.
- Professional involvement (e.g., mentoring a student teacher, participation on district, school, community, and/or professional committees/organization(s), community projects).
- Research to practice (e.g., professional reading, journals).
- Team/Grade level participation (e.g., group planning notes, critical friends, IC Team participation, notes from post-observation conference).
- Parent communication (e.g., notes, letters, phone calls, surveys, forms, etc.).
- Student communication (e.g., notes, letters, etc.).
- Attendance or work from coursework, conferences, workshop, presentations, and/or meetings.
- Professional responsibilities (e.g., communication with parents, attendance, punctuality, confidentiality, accurate record keeping).

IV. **Academic Success/Learning Outcomes/Post Class (25%)**
- National, district, state, and classroom data (e.g., ACT, ISTEP, ECAs, SAT, AP, Dibbles, Acuity, grades, project rubrics, presentation and writing rubrics, IC Team-related outcomes, student work examples)

*This list is a guideline. Additional and digital resources encouraged in developing artifacts.

BCSC Psychologist Evaluation Possible List of Artifacts*

I. **UDL (50%)**
- Culturally appropriate assessments
- Culturally appropriate reports
- Student centered assessments
- Data presented in multiple formats to facilitate understanding (representation)
- Reference materials from varies resources to the parent or other members of the case conference team
    - Reports provide varied comprehension options (i.e. parent is able to consider special education eligibility options or other general education options)
- Information on executive functions during evaluation results and/or during recommendation section of reports

II. **PBIS (15%)**
- PBIS expectations are clearly woven into reports (i.e. classroom management plan, syllabus, classroom rules, and recommendations)
- Evidence or rapport with students (i.e. student participation in assessment, observed during student evaluation, written within the reports)

III. **Academic Citizenship (10%)**
- Lesson/Presentation/Conference plans with evidence of Academic Citizenship, including:
    - Formative or summative self-assessment data are used to alter lesson development,
    - Formative or summative student assessment data are used to alter lesson development
- Professional involvement (i.e. mentoring a student teachers, participation on district, school, community, and/or professional committees/organizations, community projects)
- Research to practice (i.e. professional reading, journals)
- Team/Grade level participation (i.e. group planning notes, professional learning communities, ICT team participation, notes from post-observation conference)
- Parent communication (i.e. notes, letters, phone calls, surveys, forms, etc.)
- Attendance or work from coursework, conferences, workshop, presentations, and/or meetings
- Professional responsibilities (i.e. communication with parents, attendance, punctuality, confidentiality, accurate record keeping).

IV. **Academic Success/Learning Outcomes/Post Class (25%)**
- Selecting appropriate assessments
- Career questions for students

*This list is a guideline. Additional resources encouraged in developing artifacts.

BCSC Athletic Coaches and Athletic Directors Evaluation Possible List of Artifacts*

I. **UDL (50%)**

- Practice/Presentation/Conference Plans with evidence of the nine UDL guidelines, including:
  - Evidence of a goal
  - All activities and performance align with this goal
  - Evidence of purposeful engagement throughout the activity
- Evidence of scaffolding and supports for skill development guiding student-athletes to create, evaluate and analyze self-performance and team performance
- Evidence of assessment examples that demonstrate multiple means of action and performance
- Examples of student-athlete performance (with evidence of individual teacher feedback)
- Video clips of practices or competitions (i.e. demonstrating student-athlete guidance)

II. **PBIS (15%)**

- Practice/Presentation/Conference Plans with evidence of PBIS, including:
  - Options for student-athlete input
  - Digital picture of posted student-athlete expectations
- PBIS expectations are clearly woven into student-athlete expectation documents
- Evidence of rapport with students (i.e. student letters, parent letters, evaluation of team culture)
- Disciplinary referral data

III. **Academic Citizenship (10%)**

- Practice/Presentation/Conference plans with evidence of Academic Citizenship, including:
  - Formative or summative self-assessment data are used to alter performance development
  - Formative or summative student-athlete assessment data are used to alter performance development
- Professional involvement (i.e. supervising assistant coaches, participation on district, school, community, and/or professional committees/organizations, community projects
- Research to practice (i.e. professional reading, journals)
- Athletic Department participation (i.e. supporting athletic teams other than yours demonstrated through attendance)
- Parent communication (i.e. notes, letters, phone calls, surveys, forms, etc.)
- Student-athlete communication (i.e. notes, letters, etc.)
- Attendance or work from conferences, workshops, presentations, and/or meetings
- Professional responsibilities (i.e. communication with parents, attendance, punctuality, confidentiality, accurate record keeping)

IV. **Academic Success/Learner Outcomes/Post Class (25%)**

- School data for student-athletes (i.e. attendance, GPAs, graduation rates, post-secondary placement, post-secondary employment placement)

*This list is a guideline. Additional resources encouraged in developing artifacts.

Appendix E
Terms

Terms for Teacher Rubric

Accessible: information is accessible to students when they can be an active participant in the process of learning, the affective network is considered, and

Learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

Authentic: Genuine, real world situations and experiences: learning by doing. Authentic activities may or may not include community partners.

Relevant: Connections to student experience

Meaningful: affective component

School learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Lesson goal: a specific goal for each lesson that clarifies what the students will learn, experience, and/or express that day. It is linked to the standards to be taught. In keeping with UDL, the goal does NOT define what methods will be used (e.g., creating maps, presenting orally, reading a chapter). For more guidance, go to:
http://www.cast.org/teachingeverystudent/tools/udlgoalsetter.cfm

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, creation of the learning environment, lesson building, reflection, and/or academic conversation (e.g., a Critical Friends Group).

Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

Community-based: includes physical participation within the community, the involvements of community resources and organizations, or the inclusion of community members to help evaluate students' assessments

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; and, life and career skills. See more at http://www.p21.org/overview/skills-framework

Classroom management system: whether the teacher uses a card flipping system, a student-monitored system, or any other classroom-based behavior system, there must be a direct and clear connection to the school-wide PBIS expectations and system. For example, if a student has to flip a card, that student needs to be able to say how s/he will demonstrate that particular school-wide expectation the next time. Data must be collected on the flip card system so the teacher can begin to understand what supports that student needs to behave appropriately within that learning environment.

Professional environment of the workplace: a respect between students and the teacher is evident. If a student acts outside of the PBIS expectations or social norms, the student is talked to in a tone evident in fully collaborative and effective work environments.

Professional behavior by the students: students demonstrate self-regulation, personal coping skills, reflection and they behave within the posted classroom expectations.

Professional tone: the tone professionals use with one another in a collaborative and effective work environment.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and `teachers make a judgment of student competency after an instructional phase is complete.

Students' developmental characteristics: students' emotional, physical, and academic development. Teachers should address these individual needs through behavioral and academic supports. For example, one student might need a verbal reminder to sit appropriately in his seat while another might need a visual reminder (e.g., a picture of him sitting appropriately). While

some of this might be how the student learns, it can also be related to the student's developmental characteristics.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Course completion: depending on the course, completion may occur at the end of nine weeks, the semester, or the year.

State and district standardized assessment: for example, ISTEP, ECAs, SATs, and ACTs.

Real world contextual experience: for example, service learning, internships, senior projects, or interpersonal communication with a community member.

Next level: post-secondary settings (academic, work, or community) or movement from one grade to another.

Terms for Dean/Counselor Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

Community-based: includes physical participation within the community, the involvements of community resources and organizations, or the inclusion of community members to help evaluate students' assessments

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at http://www.p21.org/overview/skills-framework

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, lesson building, reflection, and/or academic conversation.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from state and district standardized assessments, individualized education plans (IEPs), and student portfolios.

Terms for School Psychologist Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

 Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at http://www.p21.org/overview/skills-framework

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, lesson building, reflection, and/or academic conversation.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies and Article 7.

Intervention and data outcomes: These data can include scores from ACT, ISTEP, ECAs, SAT, AP, DIBELS, and/or Acuity.

Terms for Administrator Rubric

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Responsible behavior: these behaviors reflect the professional responsibilities outlined in code 3210 of the BCSC policies, including communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from state and district standardized assessments, individualized education plans (IEPs), and student portfolios.

Terms for Coaches Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf

Scaffolding: you can scaffold a lesson for a specific student-athlete or for a group of student-athletes struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student-athlete's capability. Allow the student-athlete to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: A student-athlete is struggling with a two-legged take down. Break the skills down into parts, provide demonstration including the student-athlete in structured practice.

Remediation: identifying and using techniques to help student-athletes gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at http://www.p21.org/overview/skills-framework

Flexible learning environment: where and how learning takes place is a learning environment (e.g., practice room/area, on the field, or on the court). An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student-athletes and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the student-athletes. This can take place spontaneously (e.g., the unplanned use of the tackle dummies) or can be planned (e.g., drills).

Professional tone: professionals use this tone with one another in a collaborative and effective work environment.

Formative data: data collected from on-going assessments, reviews, and observations during practice and competition to use for instructional decision-making. Student-athletes can also monitor their progress with data from periodic performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and coaches make a judgment of student-athlete competency after an instructional phase is complete.

Student-athletes' developmental characteristics: student-athletes' emotional, physical, and academic development. Coaches should address these individual needs through behavioral and

academic supports. For example, one student-athlete might need a verbal reminder to interact with other players appropriately during travel to a game while another might need a visual reminder (e.g., a picture of him sitting appropriately). While some of this might be how the student-athlete learns, it can also be related to the student-athlete's developmental characteristics.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from attendance, GPAs, graduation rates, post-secondary placement and/or post-secondary employment placement.

Next level: post-secondary settings (academic, work, or community) or movement from one grade to another.

Appendix F

The BCSC Evaluation Process

Start Here

Have you reviewed the **Teacher Success Rubric** and set professional development goals for the year?

Yes →

No ↓

Review the Teacher Success Rubric and designate professional development goals for the year that you want to discuss with your building administrator.

Pre-Observation Conference

Schedule a meeting with your building administrator to review your goals.

1st Semester Observation

| SFG Format | or | Scheduled Observation | or | Unscheduled Observation |

Review observation within 7 school days with building administrator.

2nd Semester Observation

| SFG Format | or | Scheduled Observation | or | Unscheduled Observation |

Review observation within 7 school days with building administrator.

Summative Conference

Review the Teacher Success Rubric with building administrator for an overall rating on the **Summative Evaluation Report.**

Set goals for new school year.