

**BCSC
2016-17 ATHLETIC DIRECTOR SUCCESS
RUBRIC**

ATHLETIC DIRECTOR BEING EVALUATED

EVALUATOR

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

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	<input type="checkbox"/> PBIS learning environment expectations are not evident	<input type="checkbox"/> PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	<input type="checkbox"/> PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	<input type="checkbox"/> PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection	
	<input type="checkbox"/> Trust and responsibility between the athletic director and coaches, students, and community members is not evident within the learning environment	<input type="checkbox"/> Few coaches, students, and community members demonstrate a positive association with the athletic director and learning environment and a commitment to the learning environment	<input type="checkbox"/> Many coaches, students, and community members demonstrate positive association with the athletic director and learning environment and a commitment to the learning environment	<input type="checkbox"/> 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	
	<input type="checkbox"/> Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft	<input type="checkbox"/> Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility	<input type="checkbox"/> Behavior within the learning environment shows evidence of PBIS learning environment expectations	<input type="checkbox"/> Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities	
	<input type="checkbox"/> 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)	<input type="checkbox"/> 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)	<input type="checkbox"/> 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)	<input type="checkbox"/> 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 reflect these values)	

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	ACADEMIC CITIZENSHIP	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director does not discuss information and coaching strategies with coaches 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director does not regularly discuss information and coaching strategies with coaches 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director sometimes uses dedicated time to meet, collaborate, and discuss resources, information and coaching strategies with coaches 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director regularly conducts learning environment observations and supplies techniques to provide increased feedback and support to coaches
		<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director is not developing a capacity to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director rarely pursues professional development to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director regularly pursues professional development to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
		<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director does not use effective strategies to reflect on his/her own performance and the progress of the athletic department 	<ul style="list-style-type: none"> <input type="checkbox"/> Effective strategies are rarely used by the athletic director to reflect on his/her own performance and the progress of the athletic program 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director actively uses effective strategies to reflect on his/her own performance and the progress of the athletic program 	<ul style="list-style-type: none"> <input type="checkbox"/> 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
		<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director often demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The athletic director always demonstrates professional responsibilities

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
		STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH		<p><input type="checkbox"/> 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)</p> <hr/> <p><input type="checkbox"/> Many student athletes are receiving Ds and Fs</p> <hr/> <p><input type="checkbox"/> Student athletes' scores on state or district assessments are lower than those of similar classes (Double Value)</p>	<p><input type="checkbox"/> Few student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)</p> <hr/> <p><input type="checkbox"/> Student athletes' grades reflect consistently poor to average performance</p> <hr/> <p><input type="checkbox"/> Student athletes' scores on state or district standardized assessments meet those of similar and/or local classes (Double Value)</p>
LEARNING OUTCOMES				<p><input type="checkbox"/> Student athletes do not demonstrate knowledge of the school wide learning outcomes</p> <hr/> <p><input type="checkbox"/> Student athletes demonstrate a passive learning attitude waiting for instructor direction</p> <hr/> <p><input type="checkbox"/> Student athletes are unable to thoughtfully reflect on their skills and abilities</p>	<p><input type="checkbox"/> Student athletes demonstrate minimal knowledge of the school wide learning outcomes</p> <hr/> <p><input type="checkbox"/> Few student athletes demonstrate self-directed learning and seek appropriate help when needed</p> <hr/> <p><input type="checkbox"/> Few student athletes demonstrate the ability to thoughtfully reflect on their skills and abilities</p>
		<p><input type="checkbox"/> Student athletes and/or parents report feeling poorly prepared for the next level of education or employment</p>	<p><input type="checkbox"/> Few student athletes feel that their class experience prepared them well for their next steps in education or employment</p>	<p><input type="checkbox"/> Many student athletes feel that their class experience prepared them well for their next steps in education or employment</p>	<p><input type="checkbox"/> Most student athletes and/or parents report a high level of preparation for the next level of education or employment</p>

COMMENTS: