

**BCSC
2016-17 BUILDING ADMINISTRATOR
SUCCESS RUBRIC**

ADMINISTRATOR 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 | <input type="checkbox"/> School wide goals are known but not addressed or instructional resources are not aligned with the goals | <input type="checkbox"/> School wide goals are known and instructional resources align with the goal | <input type="checkbox"/> School wide goal are known, attainable, and accessible . Instructional resources align with the goal |
| | | <input type="checkbox"/> Potential barriers are not considered during the planning of the interaction or the design of the learning environment | <input type="checkbox"/> Potential barriers are considered but the building administrator is not applying that knowledge to the interaction | <input type="checkbox"/> Potential barriers are considered and the building administrator applies that knowledge to the learning environment | <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 |
| | | <input type="checkbox"/> Content and skills are presented without options and scaffolding | <input type="checkbox"/> Content is presented with few options and skills are presented without scaffolding | <input type="checkbox"/> Content and skills are presented in multiple ways with options but with minimal scaffolding | <input type="checkbox"/> Content and skills are presented in multiple ways with options and scaffolding available |
| | | <input type="checkbox"/> The school community members are not engaged | <input type="checkbox"/> The school community members are engaged in relevant learning opportunities | <input type="checkbox"/> The school community members are engaged in relevant and meaningful learning opportunities | <input type="checkbox"/> The school community members are engaged in authentic, relevant and meaningful learning opportunities |
| | | <input type="checkbox"/> The school community members do not interact with or demonstrate content and skill comprehension | <input type="checkbox"/> The school community members interact with content and skill comprehension but do not demonstrate knowledge | <input type="checkbox"/> The school community members interact with and demonstrate content and skill comprehension in multiple ways | <input type="checkbox"/> The school community members consistently interact with and demonstrate content and skill comprehension in multiple ways |

| | | 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 building administrator and school community members is not evident within the learning environment | <input type="checkbox"/> Few school community members demonstrate a positive association with the building administrator and learning environment and a commitment to the learning environment | <input type="checkbox"/> Many school community members demonstrate positive association with the building administrator and learning environment and a commitment to the learning environment | <input type="checkbox"/> 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 | |
| | <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 building administrator 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 building administrator 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 building administrator 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 building administrator reflects these values) | |

INSTRUCTIONAL FRAMEWORK

ACADEMIC CITIZENSHIP

**INEFFECTIVE
(1)**

- The administrator does not discuss information and teaching strategies through structured facilitated groups

- Administrator is not developing a capacity to support his/her own practice in UDL and PBIS

- Administrator does not use effective strategies to reflect on his/her own performance and the progress of the school

- Administrator does not demonstrate leadership qualities to enhance the profession

- Administrator seldom demonstrates professional responsibilities

**NEEDS IMPROVEMENT
(2)**

- The administrator does not regularly discuss information and teaching strategies through structured facilitated groups

- Administrator rarely pursues professional development to support his/her own practice in UDL and PBIS

- Effective strategies are rarely used to allow the administrator to reflect on his/her own performance and the progress of the school

- Administrator rarely supervises or mentors student teachers, probationary teachers, or provides any training of educators

- Administrator occasionally demonstrates professional responsibilities

**EFFECTIVE
(3)**

- The administrator use regular dedicated time to meet, collaborate, and discuss resources, information and teaching strategies through structured facilitated groups

- Administrator regularly pursues professional development to support his/her own practice in UDL and PBIS

- Administrator actively uses effective strategies to reflect on his/her own performance and the progress of the school

- Administrator regularly displays the professional responsibilities of mentoring student teachers, probationary teachers, or the training of educators

- Administrator often demonstrates professional responsibilities

**HIGHLY EFFECTIVE
(4)**

- 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 consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection

- 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 exemplifies professional responsibilities by working with student teachers, probationary teachers, and pursuing other leadership opportunities to enhance the profession

- Administrator always demonstrates professional responsibilities

| | | INEFFECTIVE (1) | NEEDS IMPROVEMENT (2) | EFFECTIVE (3) | HIGHLY EFFECTIVE (4) | |
|-------------------|---|---|---|---|---|--|
| | | STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH | | ACADEMIC SUCCESS | <ul style="list-style-type: none"> <input type="checkbox"/> 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) <hr/> <input type="checkbox"/> Many students are receiving Ds and Fs <hr/> <input type="checkbox"/> Student scores on state or district assessments are lower than those of similar classes (Double Value) | <ul style="list-style-type: none"> <input type="checkbox"/> Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <hr/> <input type="checkbox"/> Student grades reflect consistently poor to average performance <hr/> <input type="checkbox"/> Student scores on state or district standardized assessments meet those of similar and/or local classes (Double Value) |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> <input type="checkbox"/> Students do not demonstrate knowledge of the school wide learning outcomes <hr/> <input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction <hr/> <input type="checkbox"/> Students are unable to thoughtfully reflect on their skills and abilities | | | <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate minimal knowledge of the school wide learning outcomes <hr/> <input type="checkbox"/> Few students demonstrate self-directed learning and seek appropriate help when needed <hr/> <input type="checkbox"/> Few students demonstrate the ability to thoughtfully reflect on their skills and abilities | <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate knowledge and some success of the school wide learning outcomes <hr/> <input type="checkbox"/> Many students demonstrate self-directed learning and seek appropriate help when needed <hr/> <input type="checkbox"/> Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) | <ul style="list-style-type: none"> <input type="checkbox"/> Students consistently demonstrate success on each of the school wide learning outcomes <hr/> <input type="checkbox"/> Most students consistently demonstrate self-directed learning and seek appropriate help when needed <hr/> <input type="checkbox"/> Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume) |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Students and/or parents report feeling poorly prepared for the next level of education or employment | <ul style="list-style-type: none"> <input type="checkbox"/> Few students feel that their class experience prepared them well for their next steps in education or employment | <ul style="list-style-type: none"> <input type="checkbox"/> Many students feel that their class experience prepared them well for their next steps in education or employment | <ul style="list-style-type: none"> <input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment | |

COMMENTS: