

**BCSC
2016-17 TEACHER SUCCESS RUBRIC**

TEACHER BEING EVALUATED

EVALUATOR

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
INSTRUCTIONAL FRAMEWORK	UDL	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is not posted <hr/> <input type="checkbox"/> Potential barriers are not considered during the planning of the lesson or the design of the learning environment <hr/> <input type="checkbox"/> Content and skills are presented without options and scaffolding <hr/> <input type="checkbox"/> Students are not engaged <hr/> <input type="checkbox"/> Students do not interact with or demonstrate content and skill comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted but not addressed or instructional methods are not aligned with the goal <hr/> <input type="checkbox"/> Potential barriers are considered but the teacher is not applying that knowledge to the lesson plan <hr/> <input type="checkbox"/> Content is presented with few options and skills are presented without scaffolding <hr/> <input type="checkbox"/> Students are engaged in relevant learning opportunities <hr/> <input type="checkbox"/> Students interact with content and skill comprehension but do not demonstrate knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted and instructional methods and materials align with the goal <hr/> <input type="checkbox"/> Potential barriers are considered and the teacher applies that knowledge to the learning environment <hr/> <input type="checkbox"/> Content and skills are presented in multiple ways with options but with minimal scaffolding <hr/> <input type="checkbox"/> Students are engaged in relevant and meaningful learning opportunities <hr/> <input type="checkbox"/> Students interact with and demonstrate content and skill comprehension in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted, attainable and accessible. Instructional methods and materials align with the goal <hr/> <input type="checkbox"/> Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson and the learning environment <hr/> <input type="checkbox"/> Content and skills are presented in multiple ways with options and scaffolding available <hr/> <input type="checkbox"/> Students are engaged in authentic, relevant, and meaningful learning opportunities <hr/> <input type="checkbox"/> Students 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., posted) and are not referred to during instruction and/or behavior redirection	<input type="checkbox"/> PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	<input type="checkbox"/> PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection	
	<input type="checkbox"/> Trust and responsibility for both staff and students is not evident within the learning environment	<input type="checkbox"/> Few students demonstrate a positive association with the teacher and learning environment and a commitment to the learning environment	<input type="checkbox"/> Many students demonstrate positive association with the teacher and learning environment and a commitment to the learning environment	<input type="checkbox"/> 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	
	<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 expectations, policies, and activities	
	<input type="checkbox"/> 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)	<input type="checkbox"/> 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)	<input type="checkbox"/> 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)	<input type="checkbox"/> 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	<ul style="list-style-type: none"> Teacher does not discuss curriculum and teaching strategies within structured facilitated groups 	<ul style="list-style-type: none"> Teacher does not regularly discuss curriculum and teaching strategies within structured facilitated groups 	<ul style="list-style-type: none"> Teacher uses regular dedicated time to meet, collaborate, and discuss curriculum and teaching strategies within structured facilitated groups 	<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> Teacher is not developing a capacity to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> Teacher rarely pursues professional development to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> Teacher regularly pursues professional development to support his/her own practice in UDL and PBIS 	<ul style="list-style-type: none"> Teacher 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"> Teacher does not use effective strategies to reflect on his/her own performance and the progress of the school 	<ul style="list-style-type: none"> Effective strategies are rarely used to allow the teacher to reflect on his/her own performance and the progress of the school 	<ul style="list-style-type: none"> Teacher actively uses effective strategies to reflect on his/her own performance and the progress of the school 	<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> Teacher does not demonstrate leadership qualities to enhance the profession 	<ul style="list-style-type: none"> Teacher rarely supervises or mentors student teachers, probationary teachers, or provides any training to other teachers 	<ul style="list-style-type: none"> Teacher regularly displays professional responsibilities of mentoring student teachers, probationary teachers, or the training of other teachers 	<ul style="list-style-type: none"> Teacher exemplifies professional responsibilities by working with student teachers, probationary teachers, and other leadership opportunities in enhancing the profession
		<ul style="list-style-type: none"> Teacher seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> Teacher occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> Teacher often demonstrates professional responsibilities 	<ul style="list-style-type: none"> Teacher 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: