

**BCSC
2016-17 DEAN/COUNSELOR SUCCESS
RUBRIC**

DEAN/COUNSELOR 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 goals 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 building administrator is not applying that knowledge to the interaction <hr/>	<input type="checkbox"/> Potential barriers are considered and the building administrator 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 students and/or parents are not engaged <hr/>	<input type="checkbox"/> The students and/or parents are engaged in relevant learning opportunities <hr/>	<input type="checkbox"/> The students and/or parents are engaged in relevant and meaningful learning opportunities <hr/>	<input type="checkbox"/> The students and/or parents are engaged in authentic, relevant, and meaningful learning opportunities <hr/>
		<input type="checkbox"/> The students do not demonstrate and articulate appropriate choices <hr/>	<input type="checkbox"/> The students rarely demonstrate and articulate appropriate choices <hr/>	<input type="checkbox"/> The students occasionally demonstrate and articulate appropriate choices <hr/>	<input type="checkbox"/> The students consistently demonstrate and articulate appropriate choices <hr/>

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS learning environment expectations are not evident <hr/> <input type="checkbox"/> Trust and responsibility between the dean/counselor and students is not evident within the learning environment <hr/> <input type="checkbox"/> Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft <hr/> <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection <hr/> <input type="checkbox"/> Few students demonstrate a positive association with the dean/counselor and learning environment and a commitment to the learning environment <hr/> <input type="checkbox"/> Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility <hr/> <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection <hr/> <input type="checkbox"/> Many students demonstrate positive association with the dean/counselor and learning environment and a commitment to the learning environment <hr/> <input type="checkbox"/> Behavior within the learning environment shows evidence of PBIS learning environment expectations <hr/> <input type="checkbox"/> 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) 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection <hr/> <input type="checkbox"/> 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 <hr/> <input type="checkbox"/> Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities <hr/> <input type="checkbox"/> 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)

INSTRUCTIONAL FRAMEWORK

ACADEMIC CITIZENSHIP

INEFFECTIVE

(1)

- The dean/counselor does not discuss information and resources with structured facilitated groups

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

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

- The dean/counselor does not demonstrate leadership qualities to enhance the profession

- The dean/counselor seldom demonstrates professional responsibilities

NEEDS IMPROVEMENT

(2)

- The dean/counselor does not regularly discuss information with structured facilitated groups

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

- 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 rarely works with pre-service candidates and/or current educators

- The dean/counselor occasionally demonstrates professional responsibilities

EFFECTIVE

(3)

- The dean/counselor uses regular dedicated time to meet, collaborate, and discuss resources and information with structured facilitated groups

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

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

- The dean/counselor regularly displays professional responsibilities by working with pre-service candidates and/or current educators

- The dean/counselor often demonstrates professional responsibilities

HIGHLY EFFECTIVE

(4)

- In addition to structured facilitated groups, the dean/counselor observes learning environments and provide feedback and support to other educators

- 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 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 exemplifies professional responsibilities by working with pre-service candidates and pursuing other leadership opportunities to enhance the profession

- The dean/counselor 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: