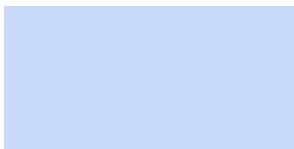


2018-2019 Support Staff Success Rubric

Evalutee Last Name
Evalutee First Name
Evaluator Name
Building
Assignment



	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)	Score	Comments:	
UDL (Universal Design for Learning) 25%	1.1	Rarely meets all; purpose statement, staff member takes initiative, recognizes and removes potential barriers. Rarely uses resources and help available to fulfill purpose statement.	Seldom meets all; purpose statement, staff member takes initiative, recognizes and removes potential barriers. Seldom uses resources and help available to fulfill purpose statement.	Often meets all; purpose statement, staff member takes initiative, recognizes and removes potential barriers. Often uses resources and help available to fulfill purpose statement.	Consistently meets all; purpose statement, staff member takes initiative, recognizes and removes potential barriers. Consistently uses resources and help available to fulfill purpose statement.		
PBIS (Positive Behavior Instructional Support) 25%	2.1	Staff member rarely demonstrates a positive relationship with all stakeholders.	Staff member seldom demonstrates a positive relationship with all stakeholders.	Staff member often demonstrates a positive relationship with all stakeholders.	Staff member consistently demonstrates a positive relationship with all stakeholders.		
Professionalism 3.1 - 20% 3.2 - 20%	3.1	Rarely participates with professional development and puts skills learned into practice. Rarely demonstrates essential functions.	Seldom participates with professional development and puts skills learned into practice. Seldom demonstrates essential functions.	Often participates with professional development and puts skills learned into practice. Often demonstrates essential functions.	Consistently participates with professional development and puts skills learned into practice. Consistently demonstrates essential functions.		
	3.2	Professional responsibilities; attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are rarely demonstrated.	Professional responsibilities; attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are seldom demonstrated.	Professional responsibilities; attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are often demonstrated.	Professional responsibilities; attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are consistently demonstrated.		
Letter Grade 10%	4.1	Student scores on state and district standardized assessments are below those of similar normed group and/or local classes.	Student scores on state or district standardized assessments meet those of similar and/or local classes.	Student scores on state and district standardized assessments exceed those of similar and/or local classes.	Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes.		

Total Score **0**

Goals for next year (ALT Enter for next line):

Category	Range
Ineffective	1-1.75
Needs Improvement	1.76-2.5
Effective	2.51-3.25
Highly Effective	3.26-4

Evaluator signature/date: _____ **Evalutee 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.