

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION

**GUIDEBOOK
for
TEACHER EVALUATION SYSTEM**

August, 2013

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INDIANA CODE

Indiana Code 20-28-11.5-4 requires school corporations to implement performance evaluations for each certified employee. The evaluation system must include the following components:

- Annual evaluation
- Objective measures of student achievement and growth including state assessment results from statewide assessments in subjects measured in statewide assessments
- Methods for assessing student growth in areas not measured by statewide assessments
- Rigorous measures of effectiveness, including observations and other performance indicators
- An annual designation of each certified employee in one (1) of the following rating categories:
 - Highly effective
 - Effective
 - Improvement necessary
 - Ineffective
- An explanation of the evaluator's recommendations for improvement, if needed, and the time frame in which improvement is expected
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

Additional components required in the evaluation system (IC 20-28-11.5-6) include;

- A copy of the completed evaluation must be provided to the certified employee not later than seven (7) days after the evaluation is conducted;
- If a certified employee receives a rating of ineffective or improvement necessary, the evaluator and the employee shall develop a remediation plan of not more than ninety (90) school days to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation;
- A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent (or designee) not later than five (5) days after receiving notice that the teacher received a rating of ineffective;
- A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers each of whom was rated ineffective.

IC 20-28-6-8 defines the following **teacher categories**:

- **Established teacher** – a teacher under contract in a public school corporation by July 1, 2012. An established teacher remains in this category for the remainder of the teacher’s employment with the school corporation. Any combination of three evaluation ratings of improvement necessary or ineffective within five (5) years may lead to dismissal for incompetence. Two (2) consecutive ineffective ratings may also lead to dismissal for incompetence.
- **Probationary teacher** – any teacher hired after July 1, 2012 until such time as the teacher has received a rating of effective or highly effective for at least three years in a five year or shorter period. Two consecutive improvement necessary or ineffective evaluation rating may lead to dismissal.
- **Professional teacher** – a probationary teacher who has met the evaluation criteria to be rated effective or highly effective for three years in a five year period (or shorter) will become a professional teacher and will remain in this category unless the teacher receives an ineffective rating. At such time, the teacher becomes a probationary teacher subject to the criteria of the probationary teacher. Any combination of three (3) improvement necessary or ineffective ratings within five (5) years may lead to dismissal for incompetence.

TEACHER EVALUATION SYSTEM DEVELOPMENT PROCESS

The BCSC Evaluation System was developed during the 2011-12, 2012-13 school years by an Evaluation Committee consisting of administrators and teacher representatives of the Columbus Educators Association. This committee was assisted in its work through membership in the Indiana Teacher Appraisal and Support Systems (IN-TASS) through the Center on Education and Lifelong Learning at Indiana University (CELL).

The Evaluation Committee was committed to the development of an evaluation system that incorporates the following fundamental principles:

- A system that ensures fair and accurate judgments about the teaching and learning process.
- A system that enables valid judgments/assessment of student work.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
- A system that creates confidence and support for all stakeholders.
- A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
- A system that incorporates collegial decision-making.

All evaluations will be conducted by BCSC administrators.

The new evaluation system was piloted by Columbus East High School, Northside Middle School, and Smith Elementary School during the 2012-13 school year.

All administrators received the following evaluator training in order to assure as much validity and reliability as possible in the evaluation process:

- Understanding the new BCSC Evaluation System – June, 2012, and ongoing monthly throughout the 2011-12, 2012-13 school years
- Universal Design for Learning (UDL) – ongoing since 2006
- Positive Behavior Instructional Supports – ongoing since 2003
- Instructional Consultation Teams – ongoing since 2007
- Evaluation Interrelator Reliability Training through CELL – June, 2013
- Structured Facilitated Group Training – June, 2013
- Additional training will continue monthly throughout the 2013-14 school year
- The Evaluation Committee will continue to meet and review the status of full implementation of the Evaluation System during the 2013-14 school year.

COMPONENTS of THE EVALUATION SYSTEM

The BCSC Evaluation System consists of the following components:

- Step I: **Goal Setting/Pre-Observation Conference**
- Step II: **Observations – formal and informal, minimum of two each year**
- Step III: **Post Observation Conferences**
- Step IV: **Summative Conference**

Intentionally aligned rubrics for teachers, deans, counselors, administrators, support personnel, and athletic coaches will be used in conducting the evaluations. (Appendix A) Each rubric is based on the following domains:

- **Universal Design for Learning (UDL)** – weighted as **50%**

UDL is the school corporation's framework for planning, preparation, instruction, and assessment. It is a way for teachers to think about the learning environment and teach their lessons in such a way that ensures that they reach every student. There are four principles of UDL:

- 1) Teachers decide on a specific goal for the lesson or unit (Goal setting).
- 2) Teachers look at how to make the lesson interesting to each student (Engagement).
- 3) Teachers make sure they are teaching the topic many different ways (Representation).
- 4) Teachers check to see how students share what they know in different ways (Expression).

- **Positive Behavior Instructional Support (PBIS)**- weighted as **15%**

PBIS is the school corporation's framework for school and classroom culture and management. It is a way to make schools positive and motivating places to be. PBIS is used to help a staff create school-wide systems, based on data collection and evaluation, that allows them to teach and promote positive behavior among all students. By reducing behavioral problems, environments are created that allow teachers to teach and students to learn.

- **Academic Citizenship** – weighted as **10%**

Academic Citizenship is the school corporation's framework for professional growth and responsibilities. An effective educational program requires the services of men and women of integrity, high ideals, commitment to professional growth and an understanding of human development. As high performing academic citizens, professional staff members will:

- Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- Regularly reflect on their performance and practice;
- Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- See and apply the knowledge and skills appropriate to assigned responsibilities.

- **Student Achievement, Performance, and Growth** – weighted as **25%**

This domain includes data from state required assessments (ISTEP, End of Course Assessment, and the assignment of school grades. The school grade counts as a double value). It also incorporates individual student growth data along with various other measures of student performance.

Step I: Goal Setting/Pre-Observation Conference

Prior to any formal observation, the certified employee and the administrator meet to discuss and review relevant information pertaining to the upcoming school year.

This conference should take place in April or May of the previous school year or August or September of the current school year.

Topics of discussion at this pre-observation conference could include:

- Goals for the year
- Strengths and weaknesses
- Student characteristics
- Achievement data
- Extenuating circumstances
- Clarifications of the rubric
- Evaluator expectations
- Projected timelines

The ultimate goal of this pre-observation conference is for the certified employee and the administrator to leave this meeting with a sense of purpose and direction for the new school year.

The certified employee who is responsible for creating an environment where students can be successful has shared with his/her administrator information that the certified employee feels is important to successfully accomplishing this goal of success for all students.

The administrator who is responsible for supporting the certified employee's efforts has endorsed his/her goals and has clarified the support the administrator can provide.

Documentation Required:

- A record of the date and time of this meeting
- A copy of the teacher goals for the year

Step II: Observations

Each certified employee will have a minimum of **two observations** during the school year – one each semester. One of the two observations must be formal but the second observation may be formal or informal in structure.

Formal Observation:

- Scheduled with the certified employee prior to visit
- At least thirty (30) consecutive minutes in length
- May include scripting, videos, or pictures of evidence of instructional practices observed
- What is observed will be correlated to the evaluation rubric
- Activities observed will vary depending on the grade/subject of the students
- May include observation of a Structured Facilitated Group*

Informal Observation:

- May include any and all things that reflect overall professionalism;
- May take place in a variety of professional environments;
- May be lessons or activities outside of the classroom;
- May be lessons, activities, or interactions observed on administrative walk-throughs;
- May include observations of professional interactions between a certified employee and a variety of individuals: students, colleagues, parents, administrators, community members, or other school staff
- Can include involvement in or at extra-curricular functions or community-sponsored activities.

***Structured Facilitated Groups**

SFG's are peer/group facilitated and structured processes and are designed to promote meaningful and efficient communication and learning among colleagues. Critical Friends Groups (CFG), Instructional Consultation Teams (ICT), Continuous Improvement Councils (CIC), and Goal Action Teams are just some examples of groups that may meet the criteria to qualify as an SFG. If a group is an SFG, a meeting of that group may serve as an observation opportunity for the administrator.

In order to work as an observation opportunity, the following guidelines must be met:

- The SFG has administrative support
- An SFG trained facilitator leads the group
- A shared set of norms and values has been developed by the group
- One or more protocols as outlined by the National School Reform Faculty are used to lead the discussion
- The use of an SFG as one of a teacher's observation is on a voluntary basis.

Documentation Required:

- A record of the date and time of each observation including the activity observed.

Step III: Post–Observation Conference

A conference between the certified employee and the administrator must take place within **seven (7)** working days after an observation has taken place. Any variation in this seven day requirement due to unforeseen circumstances should be mutually agreed upon by the administrator and the certified employee.

This conference should represent an open and collaborative process between the teacher and the administrator.

Topics of discussion at this post-observation conference could include:

- Overall classroom performance;
- Student Progress;
- Progress towards goals identified in Pre-Observation/Goal Setting Conference;
- Professional development opportunities;
- Artifacts to support evidence or lack of evidence in the observation (Appendix D);
- Support that the administrator may provide;

Progress toward and potential category placement on the **Appropriate Success Rubric (teacher, dean, counselor, administrator, etc.)** should be a significant part of any post-observation conference.

Documentation Required:

- A record of the date and time of each post-observation conference

Step IV: Summative Conference

The Summative Conference takes place between the certified employee and the administrator as a final step in the evaluation process for the school year. This conference will take place **after** all observations and post-observation conferences have been conducted.

The focus of the Summative Conference should build on the data and discussion from previous conferences and will be where the final rating category (Highly effective, Effective, Improvement Necessary, or Ineffective) is determined.

The completed **Success Rubric (teacher, dean, counselor, administrator, etc.)** (Appendix A) will be the basis for the category placement.

The BCSC **Summative Evaluation Scoring Sheet** (Appendix B) will be completed and signed using the final scoring on the **Success Rubric**.

Any certified employee who receives a category rating of Improvement Necessary or Ineffective will be required to have a remediation plan in place. This Professional Support Action Plan (Appendix C) will be:

- Developed by the employee and the administrator;
- Designed for no longer than 90 school days;
- Designed to address deficiencies noted in the evaluation process;
- Developed utilizing the employee's license renewal credits in needed professional development activities;
- May be renewed for an additional 90 school days if needed.

Any certified employee who receives a rating of Ineffective may file a written request for a private conference with the Superintendent (or designee) not later than five (5) days after receiving notice of this category rating.

A certified employee who is identified by IDOE as negatively affecting student achievement and growth cannot receive a final rating of Highly Effective or Effective. For all other teachers, negative growth is identified as receiving a rating of 1 in three (3) of the six (6) items (not including the item on state and district standardized assessments) found under the Student Achievement, Performance, and Growth Domain on the teacher's completed **Success Rubric**.

A student will not be instructed for two consecutive years by a certified employee who is rated as Ineffective. Should this situation be unavoidable, however, due to staffing needs, parents will be notified in writing of this as soon as it is determined.

Documentation Required:

- A signed and dated copy of the BCSC Summative Certified Employee Evaluation Scoring Sheet
- This scoring sheet must be sent to the Assistant Superintendent for Human Resources by June 30 each year.

APPENDIX A

2013-14 TEACHER SUCCESS RUBRIC

TEACHER BEING EVALUATED

EVALUATOR

**INEFFECTIVE
(1)**

**NEEDS IMPROVEMENT
(2)**

**EFFECTIVE
(3)**

**HIGHLY EFFECTIVE
(4)**

The goal is not posted

The goal is posted but not addressed or instructional methods are not aligned with the goal

The goal is posted and instructional methods and materials align with the goal

The goal is posted, attainable and accessible. Instructional methods and materials align with the goal

Potential barriers are not considered during the planning of the lesson or the design of the learning environment

Potential barriers are considered but the teacher is not applying that knowledge to the lesson plan

Potential barriers are considered and the teacher applies that knowledge to the learning environment

Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson and the learning environment

Content and skills are presented without options and scaffolding

Content is presented with few options and skills are presented without scaffolding

Content and skills are presented in multiple ways with options but with minimal scaffolding

Content and skills are presented in multiple ways with options and scaffolding available

Students are not engaged

Students are engaged in relevant learning opportunities

Students are engaged in relevant and meaningful learning opportunities

Students are engaged in authentic, relevant, and meaningful learning opportunities

Students do not interact with or demonstrate content and skill comprehension

Students interact with content and skill comprehension but do not demonstrate knowledge

Students interact with and demonstrate content and skill comprehension in multiple ways

Students consistently interact with and demonstrate content and skill comprehension in multiple ways

**INEFFECTIVE
(1)**

**NEEDS IMPROVEMENT
(2)**

**EFFECTIVE
(3)**

**HIGHLY EFFECTIVE
(4)**

PBIS learning environment expectations are not evident

Trust and responsibility for both staff and students is not evident within the learning environment

Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft

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)

PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection

Few students demonstrate a positive association with the teacher and learning environment and a commitment to the learning environment

Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility

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)

PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection

Many students demonstrate positive association with the teacher and learning environment and a commitment to the learning environment

Behavior within the learning environment shows evidence of PBIS learning environment expectations

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)

PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection

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

Behavior within the learning environment demonstrates that students are empowered to help set expectations, policies, and activities

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)**

Teacher does not discuss curriculum and teaching strategies within structured facilitated groups

Teacher does not regularly discuss curriculum and teaching strategies within structured facilitated groups

Teacher uses dedicated time (weekly or bi-weekly) to meet, collaborate, and discuss curriculum and teaching strategies within structured facilitated groups

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

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

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

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

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

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

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

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

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

Teacher does not demonstrate leadership qualities to enhance the profession

Teacher rarely supervises or mentors student teachers, probationary teachers, or provides any training to other teachers

Teacher regularly displays professional responsibilities of mentoring student teachers, probationary teachers, or the training of other teachers

Teacher exemplifies professional responsibilities by working with student teachers, probationary teachers, and other leadership opportunities in enhancing the profession

Teacher seldom demonstrates professional responsibilities

Teacher occasionally demonstrates professional responsibilities

Teacher often demonstrates professional responsibilities

Teacher always demonstrates professional responsibilities

INEFFECTIVE (1)

NEEDS IMPROVEMENT (2)

EFFECTIVE (3)

HIGHLY EFFECTIVE (4)

STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH

ACADEMIC SUCCESS

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)

Many students are receiving Ds and Fs

Student scores on state or district assessments are lower than those of similar classes (**Double Value**)

Students do not demonstrate knowledge of the school wide learning outcomes

Students demonstrate a passive learning attitude waiting for instructor direction

Students are unable to thoughtfully reflect on their skills and abilities

Students and/or parents report feeling poorly prepared for the next level of education or employment

Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)

Student grades reflect consistently poor to average performance

Student scores on state or district standardized assessments meet those of similar and/or local classes (**Double Value**)

Students demonstrate minimal knowledge of the school wide learning outcomes

Few students demonstrate self-directed learning and seek appropriate help when needed

Few students demonstrate the ability to thoughtfully reflect on their skills and abilities

Few students feel that their class experience prepared them well for their next steps in education or employment

Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)

Grades are reflective of student progress and growth

Student scores on state and district standardized assessments exceed those of similar and/or local classes (**Double Value**)

Students demonstrate knowledge and some success of the school wide learning outcomes

Many students demonstrate self-directed learning and seek appropriate help when needed

Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios)

Many students feel that their class experience prepared them well for their next steps in education or employment

Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)

An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability

Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (**Double Value**)

Students consistently demonstrate success on each of the school wide learning outcomes

Most students consistently demonstrate self-directed learning and seek appropriate help when needed

Most students demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)

Most students and/or parents report a high level of preparation for the next level of education or employment

LEARNING OUTCOMES

2013-14 DEAN/COUNSELOR SUCCESS RUBRIC

DEAN/COUNSELOR BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)

NEEDS IMPROVEMENT (2)

EFFECTIVE (3)

HIGHLY EFFECTIVE (4)

School wide goals are not known

Potential barriers are not considered during the planning of the interaction or the design of the learning environment

Content and skills are presented without options and scaffolding

The students and/or parents are not engaged

The students do not demonstrate and articulate appropriate choices

School wide goals are known but not addressed or instructional resources are not aligned with the goals

Potential barriers are considered but the building administrator is not applying that knowledge to the interaction

Content is presented with few options and skills are presented without scaffolding

The students and/or parents are engaged in relevant learning opportunities

The students rarely demonstrate and articulate appropriate choices

School wide goals are known and instructional resources align with the goal

Potential barriers are considered and the building administrator applies that knowledge to the learning environment

Content and skills are presented in multiple ways with options but with minimal scaffolding

The students and/or parents are engaged in relevant and meaningful learning opportunities

The students occasionally demonstrate and articulate appropriate choices

School wide goal are known, attainable and accessible. Instructional resources align with the goal

Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment

Content and skills are presented in multiple ways with options and scaffolding available

The students and/or parents are engaged in authentic, relevant, and meaningful learning opportunities

The students consistently demonstrate and articulate appropriate choices

INEFFECTIVE (1)

NEEDS IMPROVEMENT (2)

EFFECTIVE (3)

HIGHLY EFFECTIVE (4)

PBIS learning environment expectations are not evident

Trust and responsibility between the dean/counselor and students is not evident within the learning environment

Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft

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)

PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection

Few students demonstrate a positive association with the dean/counselor and learning environment and a commitment to the learning environment

Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility

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)

PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection

Many students demonstrate positive association with the dean/counselor and learning environment and a commitment to the learning environment

Behavior within the learning environment shows evidence of PBIS learning environment expectations

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)

PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection

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

Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities

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)

**INEFFECTIVE
(1)**

**NEEDS IMPROVEMENT
(2)**

**EFFECTIVE
(3)**

**HIGHLY EFFECTIVE
(4)**

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

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

The dean/counselor uses dedicated time (weekly or bi-weekly) 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

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

STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
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) <input type="checkbox"/> Many students are receiving Ds and Fs <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) <input type="checkbox"/> Student grades reflect consistently poor to average performance <input type="checkbox"/> Student scores on state or district standardized assessments meet those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Grades are reflective of student progress and growth <input type="checkbox"/> Student scores on state and district standardized assessments exceed those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability <input type="checkbox"/> Student scores on state and district standardized assessments regularly exceed those of similar normed grouped 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 <input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction <input type="checkbox"/> Students are unable to thoughtfully reflect on their skills and abilities <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"/> Students demonstrate minimal knowledge of the school wide learning outcomes <input type="checkbox"/> Few students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Few students demonstrate the ability to thoughtfully reflect on their skills and abilities <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"/> Students demonstrate knowledge and some success of the school wide learning outcomes <input type="checkbox"/> Many students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e., reflection journals, portfolios) <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"/> Students consistently demonstrate success on each of the school wide learning outcomes <input type="checkbox"/> Most students consistently demonstrate self-directed learning and seek appropriate help when needed <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) <input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

2013-14 School Psychologist RUBRIC

SCHOOL PSYCHOLOGIST BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<p><input type="checkbox"/> Data is not customized and displayed to promote visual and auditory explanations of evaluation reports</p> <p><input type="checkbox"/> Multiple means of action and expression are not presented within scaffolding and remediation strategies which are recommended to improve the learning environment</p> <p><input type="checkbox"/> Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are not provided during case conferences</p> <p><input type="checkbox"/> Group presentation and individual conferences do not help students make authentic, relevant and meaningful connections between school and their future</p> <p><input type="checkbox"/> Rarely reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.</p>	<p><input type="checkbox"/> Data is rarely customized and displayed to promote visual and auditory explanations of evaluation reports</p> <p><input type="checkbox"/> Multiple means of action and expression are rarely presented within scaffolding and remediation strategies which are recommended to improve the learning environment</p> <p><input type="checkbox"/> Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are rarely provided during case conferences</p> <p><input type="checkbox"/> Group presentation and individual conferences rarely help students make authentic, relevant and meaningful connections between school and their future</p> <p><input type="checkbox"/> Occasionally reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.</p>	<p><input type="checkbox"/> Data is occasionally customized and displayed to promote visual and auditory explanations of evaluation reports</p> <p><input type="checkbox"/> Multiple means of action and expression are occasionally presented within scaffolding and remediation strategies which are recommended to improve the learning environment</p> <p><input type="checkbox"/> Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are occasionally provided during case conferences</p> <p><input type="checkbox"/> Group presentation and individual conferences occasionally help students make authentic, relevant and meaningful connections between school and their future</p> <p><input type="checkbox"/> Often reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.</p>	<p><input type="checkbox"/> Data is often customized and displayed to promote visual and auditory explanations of evaluation reports</p> <p><input type="checkbox"/> Multiple means of action and expression are presented within scaffolding and remediation strategies which are recommended to improve the learning environment</p> <p><input type="checkbox"/> Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are regularly provided during case conferences</p> <p><input type="checkbox"/> Group presentation and individual conferences often help students make authentic, relevant and meaningful connections between school and their future</p> <p><input type="checkbox"/> Regularly reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.</p>
<p>UDL and Continuous Improvement</p>			
<p>INSTRUCTIONAL FRAMEWORK</p>			

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
PBIS	<ul style="list-style-type: none"> <input type="checkbox"/> Interactions with students are not connected to the school wide PBIS management system <input type="checkbox"/> The school psychologist does not model collaborative relationships <input type="checkbox"/> Does not encourage the use of PBIS for students <input type="checkbox"/> Cultural perspectives and experiences are not valued and ethnically diverse students are not given respect or welcomed 	<ul style="list-style-type: none"> <input type="checkbox"/> Interactions with students are minimally connected to the school wide PBIS management system <input type="checkbox"/> The school psychologist rarely models collaborative relationships <input type="checkbox"/> Rarely encourages the use of PBIS for students <input type="checkbox"/> Few cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed 	<ul style="list-style-type: none"> <input type="checkbox"/> Interactions with students are connected to the school wide PBIS management system <input type="checkbox"/> The school psychologist often models collaborative relationships <input type="checkbox"/> Occasionally encourages the use of PBIS for students <input type="checkbox"/> Some cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed 	<ul style="list-style-type: none"> <input type="checkbox"/> Interactions with students are clearly connected to the school-wide PBIS management system <input type="checkbox"/> The school psychologist consistently models collaborative relationships <input type="checkbox"/> Regularly encourages the use of PBIS for students <input type="checkbox"/> Multiple cultural perspectives and experiences are valued and ethnically diverse students and families are given respect and are welcomed

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> The school psychologist does not participate in formal or informal Professional Learning Communities to share current research findings 	<ul style="list-style-type: none"> The school psychologist rarely participates in formal or informal Professional Learning Communities to share current research findings 	<ul style="list-style-type: none"> The school psychologist occasionally participates in formal or informal Professional Learning Communities to share current research findings 	<ul style="list-style-type: none"> The school psychologist participates in formal or informal Professional Learning Communities to share current research findings
<ul style="list-style-type: none"> The school psychologist is not developing a capacity to support his/her own practice in UDL, PBIS, and school psychology 	<ul style="list-style-type: none"> The school psychologist rarely pursues professional development to support his/her own practice in UDL, PBIS, and school psychology 	<ul style="list-style-type: none"> The school psychologist regularly pursues professional development to support his/her own practice in UDL, PBIS, and school psychology 	<ul style="list-style-type: none"> The school psychologist habitually reviews and reflects on improving his/her practice in UDL, PBIS, and school psychology through professional development and self-reflection
<ul style="list-style-type: none"> The school psychologist refuses to provide responses and services when approached by school personnel and/or community agencies 	<ul style="list-style-type: none"> The school psychologist withholds responses and services when approached by school personnel and/or community agencies 	<ul style="list-style-type: none"> The school psychologist collaborates with school personnel and/or community agencies, but limits responses and services. 	<ul style="list-style-type: none"> The school psychologist collaborates with school personnel and/or community agencies to provide coordinated responses and services.
<ul style="list-style-type: none"> The school psychologist does not display an understanding of students' developmental characteristics 	<ul style="list-style-type: none"> The school psychologist occasionally displays an understanding of students' developmental characteristics 	<ul style="list-style-type: none"> The school psychologist regularly displays an understanding of students' developmental characteristics 	<ul style="list-style-type: none"> The school psychologist displays a knowledge of individual student characteristics and regularly displays an understanding of students' developmental characteristics
<ul style="list-style-type: none"> The school psychologist seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> The school psychologist occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> The school psychologist often demonstrates professional responsibilities 	<ul style="list-style-type: none"> The school psychologist predominantly demonstrates professional responsibilities

STUDENT ACHIEVEMENT, PERFORMANCE, AND ACADEMIC SUCCESS	NEEDS IMPROVEMENT (2)			EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
	INEFFECTIVE (1)				
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not actively encourage that the referral for evaluation include intervention and data outcomes <input type="checkbox"/> Does not use evidence to appropriately match student and academic needs <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"/> Rarely encourages referral for evaluation to include intervention and data outcomes <input type="checkbox"/> Rarely uses evidence to appropriately match student and academic needs <input type="checkbox"/> Student scores on state or district standardized assessments meet those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally encourages referral for evaluation to include intervention and data outcomes <input type="checkbox"/> Occasionally uses evidence to appropriately match student and academic needs <input type="checkbox"/> Student scores on state and district standardized assessments exceed those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages referral for evaluation to include intervention and data outcomes <input type="checkbox"/> Evidence shows appropriate match between student and academic needs <input type="checkbox"/> Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (Double Value) 	

LEARNING OUTCOMES	NEEDS IMPROVEMENT (2)			EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
	INEFFECTIVE (1)				
	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not demonstrate knowledge of the school wide learning outcomes <input type="checkbox"/> Parents and/or teachers do not grasp student's learning preferences and needs <input type="checkbox"/> Students are not coached to use their knowledge and skills in career, post-secondary, or long-term planning <input type="checkbox"/> Students are not encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate minimal knowledge of the school wide learning outcomes <input type="checkbox"/> Few parents and/or teachers grasp student's learning preferences and needs <input type="checkbox"/> Few students are coached to use their knowledge and skills in career, post-secondary, or long-term planning <input type="checkbox"/> Students are rarely encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate knowledge and some success of the school wide learning outcomes <input type="checkbox"/> Most parents and/or teachers grasp student's learning preferences and needs <input type="checkbox"/> Most students are coached to successfully use their knowledge and skills in career, post-secondary, or long-term planning <input type="checkbox"/> Students are occasionally encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Students consistently demonstrate success on each of the school wide learning outcomes <input type="checkbox"/> Parents and/or teachers grasp student's learning preferences and needs <input type="checkbox"/> Students are coached to use their knowledge and skills in career, post-secondary planning or long-term planning <input type="checkbox"/> Students are encouraged to demonstrate their knowledge of their strengths and goals in pursuit of long term goals 	

2013-14 OT/PT SUCCESS RUBRIC

OT/PT BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> The goal is not posted <input type="checkbox"/> Potential barriers are not considered during the planning of the therapeutic intervention or the design of the learning/therapy environment <input type="checkbox"/> Content and skills are presented without options and scaffolding <input type="checkbox"/> Students are not engaged <input type="checkbox"/> Students do not interact with or demonstrate content and skill for progress toward goal 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted but not addressed or therapeutic interventions, strategies or methods are not aligned with the goal <input type="checkbox"/> Potential barriers are considered but the therapist is not applying that knowledge and making adaptations to the therapeutic intervention plan <input type="checkbox"/> Interventions/ activities are presented with few options and skills are presented without scaffolding <input type="checkbox"/> Students are engaged in relevant therapeutic interventions, activities and learning opportunities <input type="checkbox"/> Students interact with content and skill comprehension but do not demonstrate progress toward goal 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted and therapeutic intervention, strategies, methods and materials align with the goal <input type="checkbox"/> Potential barriers are considered and the therapist applies that knowledge to the therapeutic/ learning environment <input type="checkbox"/> Content and skills are presented in multiple ways with options but with minimal scaffolding <input type="checkbox"/> Students are engaged in relevant and meaningful therapeutic activities/interventions that enhance learning opportunities <input type="checkbox"/> Students interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal 	<ul style="list-style-type: none"> <input type="checkbox"/> The goal is posted, attainable and accessible. Therapeutic interventions, strategies, methods and materials align with the goal <input type="checkbox"/> Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson/therapeutic intervention and the learning environment <input type="checkbox"/> Content and skills are presented in multiple ways with options and scaffolding available <input type="checkbox"/> Students are engaged in authentic, relevant, and meaningful therapeutic activities/interventions that enhance learning opportunities <input type="checkbox"/> Students consistently interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal

INEFFECTIVE (1)

NEEDS IMPROVEMENT (2)

EFFECTIVE (3)

HIGHLY EFFECTIVE (4)

PBIS learning environment expectations are not evident

Trust and responsibility for both staff and students is not evident within the learning environment

Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft

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 OT/PT do not reflect these values)

PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection

Few students demonstrate a positive association with the OT/PT and learning environment and a commitment to the learning environment

Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility

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 OT/PT loosely reflect these values)

PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection

Many students demonstrate positive association with the OT/PT and learning environment and a commitment to the learning environment

Behavior within the learning environment shows evidence of PBIS learning environment expectations

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 OT/PT loosely reflect these values)

PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection

Students demonstrate a positive association with the OT/PT and learning environment, demonstrate a commitment to the learning environment, and interactions between students and the OT/PT model collaborative relationships

Behavior within the learning environment demonstrates that students are empowered to help set expectations, policies, and activities

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 OT/PT reflects these values)

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> OT/PT does not discuss therapeutic treatment approaches/strategies within Professional Learning Communities <input type="checkbox"/> OT/PT is not developing a capacity to support his/her own practice in UDL and PBIS <input type="checkbox"/> OT/PT does not use effective strategies to reflect on his/her own performance and the progress of the student <input type="checkbox"/> OT/PT does not demonstrate leadership qualities to enhance the profession <input type="checkbox"/> OT/PT seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> OT/PT does not regularly discuss therapeutic treatment approaches/strategies within Professional Learning Communities <input type="checkbox"/> OT/PT rarely pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> Effective strategies are rarely used to allow the OT/PT to reflect on his/her own performance and the progress of the student <input type="checkbox"/> OT/PT rarely supervises or mentors OT/PT students or provides any training to other colleagues <input type="checkbox"/> OT/PT occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> OT/PT uses dedicated time (monthly) to meet, collaborate, and discuss therapeutic treatment approaches/strategies within Professional Learning Communities <input type="checkbox"/> OT/PT regularly pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> OT/PT actively uses effective strategies to reflect on his/her own performance and the progress of the student <input type="checkbox"/> OT/PT regularly displays professional responsibilities of mentoring OT/PT students or the training of other therapists <input type="checkbox"/> OT/PT often demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to Professional Learning Communities, the OT/PT conducts learning environment observations and uses other techniques to provide increased feedback and support to other colleagues. <input type="checkbox"/> OT/PT consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection <input type="checkbox"/> OT/PT demonstrates evidence of regularly reflecting on his/her own performance and the progress of the student through the use of formative and summative data <input type="checkbox"/> OT/PT exemplifies professional responsibilities by working with OT/PT students and participating in other leadership opportunities in enhancing the profession <input type="checkbox"/> OT/PT always demonstrates professional responsibilities

STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH		ACADEMIC SUCCESS		LEARNING OUTCOMES			
INEFFECTIVE (1)		NEEDS IMPROVEMENT (2)		EFFECTIVE (3)		HIGHLY EFFECTIVE (4)	
	<ul style="list-style-type: none"> <input type="checkbox"/> Many students are not proficient in the knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP Goals) <input type="checkbox"/> Less than 50% of OT/PT students are making progress toward discipline specific IEP goals. <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 in their individualized education plan (i.e., mastery of OT/PT IEP goals) <input type="checkbox"/> 50% of OT/PT students are making progress toward discipline specific IEP goals. <input type="checkbox"/> Student scores on state or district standardized assessments meet those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Many students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals) <input type="checkbox"/> 60% of OT/PT students are making progress toward discipline specific IEP goals. <input type="checkbox"/> Student scores on state and district standardized assessments exceed those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Most students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals) <input type="checkbox"/> 75% or more of OT/PT students are making progress toward discipline specific IEP goals. <input type="checkbox"/> Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (Double Value) <input type="checkbox"/> Students consistently demonstrate success on each of the school wide learning outcomes 			
	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not demonstrate knowledge of the school wide learning outcomes <input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction <input type="checkbox"/> Students and/or parents are unable to demonstrate/recognize the students' skills and abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate minimal knowledge of the school wide learning outcomes <input type="checkbox"/> Few students demonstrate self-directed learning with maximal prompts and seek appropriate help when needed <input type="checkbox"/> Few students and/or parents demonstrate/recognize the students' skills and abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate knowledge and some success of the school wide learning outcomes <input type="checkbox"/> Many students demonstrate self-directed learning with moderate prompts and seek appropriate help when needed <input type="checkbox"/> Many students and/or parents demonstrate/recognize the students' skills and abilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Students consistently demonstrate success on each of the school wide learning outcomes <input type="checkbox"/> Most students consistently demonstrate self-directed learning with minimal prompts and seek appropriate help when needed <input type="checkbox"/> Most students and/or parents demonstrate the ability to highlight the students' strengths and goals for future pursuits in the next level of education or employment. 			
	<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 and/or parents feel that the class experience prepared the student well for the next steps in education or employment 	<ul style="list-style-type: none"> <input type="checkbox"/> Many students and/or parents feel that the class experience prepared the student well for the 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 			

2013-14 ATHLETIC COACH SUCCESS RUBRIC

ATHLETIC COACH BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are not known <input type="checkbox"/> Potential barriers related to student athlete achievement and success are never considered or addressed <input type="checkbox"/> Athletic skills are never presented in multiple ways with options and varying levels of skill development (i.e., scaffolding) <input type="checkbox"/> The student athletes are not engaged <input type="checkbox"/> The student athletes never interact with and demonstrate athletic skills and knowledge of the game in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are known but not addressed and coaching practices are not aligned with the goals <input type="checkbox"/> Potential barriers related to student athlete achievement and success are rarely considered and addressed <input type="checkbox"/> Athletic skills are rarely presented in multiple ways with options and varying levels of skill development (i.e., scaffolding) <input type="checkbox"/> The student athletes are engaged in relevant learning opportunities <input type="checkbox"/> The student athletes rarely interact with and demonstrate athletic skills and knowledge of the game in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are known and coaching practices align with the goal <input type="checkbox"/> Potential barriers related to student athlete achievement and success are sometimes considered and addressed <input type="checkbox"/> Athletic skills are sometimes presented in multiple ways with options and varying levels of skill development (i.e., scaffolding) <input type="checkbox"/> The student athletes are engaged in relevant and meaningful learning opportunities <input type="checkbox"/> The student athletes sometimes interact with and demonstrate athletic skills and knowledge of the game in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are known and demonstrated by student athletes. Coaching practices align with the goal <input type="checkbox"/> Potential barriers related to student athlete achievement and success are consistently considered and addressed <input type="checkbox"/> Athletic skills are consistently presented in multiple ways with options and varying levels of skill development (i.e., scaffolding) <input type="checkbox"/> The student athletes are engaged in authentic, relevant, and meaningful learning opportunities <input type="checkbox"/> The student athletes consistently interact with and demonstrate athletic skills and knowledge of the game in multiple ways

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> Positive behavior expectations are not evident, known, or demonstrated by student athletes <input type="checkbox"/> Trust and responsibility between the student athletes, community members, and other coaches is not evident within the learning environment <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 coach do not reflect these values) 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive behavior expectations are rarely evident, known, and demonstrated by student athletes <input type="checkbox"/> Few student athletes, community members, and other coaches demonstrate a positive association with the coach and learning environment and a commitment to the learning environment <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 coach loosely reflect these values) 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive behavior expectations are sometimes evident, known, and demonstrated by student athletes <input type="checkbox"/> Many student athletes, community members, and other coaches demonstrate positive association with the coach and learning environment and a commitment to the learning environment <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 coach loosely reflect these values) 	<ul style="list-style-type: none"> <input type="checkbox"/> Positive behavior expectations are evident, known, and demonstrated by student athletes <input type="checkbox"/> The student athletes, community members, and other coaches demonstrate a positive association with the coach and learning environment, demonstrate a commitment to the learning environment, and interactions between coaches and students, and the coach models collaborative relationships <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 coach reflects these values)

INSTRUCTIONAL FRAMEWORK		ACADEMIC CITIZENSHIP	
INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> The coach is not developing a capacity to support his/her own practice in UDL and PBIS <input type="checkbox"/> The coach does not use effective strategies to reflect on his/her own performance and the progress of the athletic department <input type="checkbox"/> The coach seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The coach rarely pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> Effective strategies are rarely used to allow the coach to reflect on his/her own performance and the progress of the athletic program <input type="checkbox"/> The coach occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The coach regularly pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> The coach actively uses effective strategies to reflect on his/her own performance and the progress of the athletic program <input type="checkbox"/> The coach often demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The coach consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection <input type="checkbox"/> The coach 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. <input type="checkbox"/> The coach always demonstrates professional responsibilities

STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
ACADEMIC SUCCESS	<ul style="list-style-type: none"> <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) <input type="checkbox"/> Many student athletes are receiving Ds and Fs <input type="checkbox"/> Student athletes' 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 student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Student athletes' grades reflect consistently poor to average performance <input type="checkbox"/> Student athletes' scores on state or district standardized assessments meet those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Grades are reflective of student athletes' progress and growth <input type="checkbox"/> Student athletes' scores on state and district standardized assessments exceed those of similar and/or local classes (Double Value) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> An exceptional number of student athletes can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability <input type="checkbox"/> Student athletes' scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (Double Value)
LEARNING OUTCOMES	<ul style="list-style-type: none"> <input type="checkbox"/> Student athletes do not demonstrate knowledge of the school wide learning outcomes <input type="checkbox"/> Student athletes demonstrate a passive learning attitude waiting for instructor direction <input type="checkbox"/> Student athletes are unable to thoughtfully reflect on their skills and abilities <input type="checkbox"/> Student athletes and/or parents report feeling poorly prepared for the next level of education or employment 	<ul style="list-style-type: none"> <input type="checkbox"/> Student athletes demonstrate minimal knowledge of the school wide learning outcomes <input type="checkbox"/> Few student athletes demonstrate self-directed learning and seek appropriate help when they need it <input type="checkbox"/> Few student athletes demonstrate the ability to thoughtfully reflect on their skills and abilities <input type="checkbox"/> Few student athletes 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"/> Student athletes demonstrate knowledge and some success of the school wide learning outcomes <input type="checkbox"/> Most student athletes demonstrate self-directed learning and seek appropriate help when they need it <input type="checkbox"/> Most student athletes demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) <input type="checkbox"/> Most student athletes 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"/> Student athletes consistently demonstrate success on each of the school wide learning outcomes <input type="checkbox"/> Student athletes consistently demonstrate self-directed learning and seek appropriate help when they need it <input type="checkbox"/> Student athletes demonstrate the ability to highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume) <input type="checkbox"/> Student athletes and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

2013-14 ATHLETIC DIRECTOR SUCCESS RUBRIC

ATHLETIC DIRECTOR BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)

NEEDS IMPROVEMENT (2)

EFFECTIVE (3)

HIGHLY EFFECTIVE (4)

School wide goals are not known

Potential barriers are not considered during the planning of the interaction or the design of the learning environment

Content and skills are presented without options and scaffolding

The coaches and students are not engaged

The coaches and students do not interact with or demonstrate content and skill comprehension

School wide goals are known but not addressed or instructional resources are not aligned with the goals

Potential barriers are considered but the athletic director is not applying that knowledge to the interaction

Content is presented with few options and skills are presented without scaffolding

The coaches and students are engaged in relevant learning opportunities

The coaches and students interact with content and skill comprehension but do not demonstrate knowledge

School wide goals are known and instructional resources align with the goal

Potential barriers are considered and the athletic director applies that knowledge to the learning environment

Content and skills are presented in multiple ways with options but with minimal scaffolding

The coaches and students are engaged in relevant and meaningful learning opportunities

The coaches and students interact with and demonstrate content and skill comprehension in multiple ways

School wide goal are known, attainable and accessible. Instructional resources align with the goal

Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment

Content and skills are presented in multiple ways with options and scaffolding available

The coaches and students are engaged in authentic, relevant and meaningful learning opportunities

The coaches and students consistently interact with and demonstrate content and skill comprehension in multiple ways

UDI

**INEFFECTIVE
(1)**

**NEEDS IMPROVEMENT
(2)**

**EFFECTIVE
(3)**

**HIGHLY EFFECTIVE
(4)**

- PBIS learning environment expectations are not evident.
- Trust and responsibility between the athletic director and coaches, students, and community members is not evident within the learning environment

- PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection
- Few coaches, students, and community members demonstrate a positive association with the athletic director and learning environment and a commitment to the learning environment

- PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection
- Many coaches, students, and community members demonstrate positive association with the athletic director and learning environment and a commitment to the learning environment

- PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
- 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

- Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft

- Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility

- Behavior within the learning environment shows evidence of PBIS learning environment expectations

- Behavior within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities

- 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)

- 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)

- 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)

- 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)
<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

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

COMMENTS:

2013-14 BUILDING ADMINISTRATOR SUCCESS RUBRIC

ADMINISTRATOR BEING EVALUATED

EVALUATOR

	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<p>UDL</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are not known <input type="checkbox"/> Potential barriers are not considered during the planning of the interaction or the design of the learning environment <input type="checkbox"/> Content and skills are presented without options and scaffolding <input type="checkbox"/> The school community members are not engaged <input type="checkbox"/> The school community members do not interact with or demonstrate content and skill comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are known but not addressed or instructional resources are not aligned with the goals <input type="checkbox"/> Potential barriers are considered but the building administrator is not applying that knowledge to the interaction <input type="checkbox"/> Content is presented with few options and skills are presented without scaffolding <input type="checkbox"/> The school community members are engaged in relevant learning opportunities <input type="checkbox"/> The school community members interact with content and skill comprehension but do not demonstrate knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goals are known and instructional resources align with the goal <input type="checkbox"/> Potential barriers are considered and the building administrator applies that knowledge to the learning environment <input type="checkbox"/> Content and skills are presented in multiple ways with options but with minimal scaffolding <input type="checkbox"/> The school community members are engaged in relevant and meaningful learning opportunities <input type="checkbox"/> The school community members interact with and demonstrate content and skill comprehension in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> School wide goal are known, attainable, and accessible. Instructional resources align with the goal <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 in multiple ways with options and scaffolding available <input type="checkbox"/> The school community members are engaged in authentic, relevant and meaningful learning opportunities <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)
<ul style="list-style-type: none"> <input type="checkbox"/> PBIS learning environment expectations are not evident <input type="checkbox"/> Trust and responsibility between the building administrator and school community members is not evident within the learning environment <input type="checkbox"/> Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft <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) 	<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 <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"/> Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility <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) 	<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 <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"/> Behavior within the learning environment shows evidence of PBIS learning environment expectations <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) 	<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 <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 within the learning environment demonstrates that students are empowered to help set school expectations, policies, and activities <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)

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> The administrator does not discuss information and teaching strategies through structured facilitated groups <input type="checkbox"/> Administrator is not developing a capacity to support his/her own practice in UDL and PBIS <input type="checkbox"/> Administrator does not use effective strategies to reflect on his/her own performance and the progress of the school <input type="checkbox"/> Administrator does not demonstrate leadership qualities to enhance the profession <input type="checkbox"/> Administrator seldom demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The administrator does not regularly discuss information and teaching strategies through structured facilitated groups <input type="checkbox"/> Administrator rarely pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> Effective strategies are rarely used to allow the administrator to reflect on his/her own performance and the progress of the school <input type="checkbox"/> Administrator rarely supervises or mentors student teachers, probationary teachers, or provides any training of educators <input type="checkbox"/> Administrator occasionally demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> The administrator use dedicated time (weekly or bi-weekly) to meet, collaborate, and discuss resources, information and teaching strategies through structured facilitated groups <input type="checkbox"/> Administrator regularly pursues professional development to support his/her own practice in UDL and PBIS <input type="checkbox"/> Administrator actively uses effective strategies to reflect on his/her own performance and the progress of the school <input type="checkbox"/> Administrator regularly displays the professional responsibilities of mentoring student teachers, probationary teachers, or the training of educators <input type="checkbox"/> Administrator often demonstrates professional responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection <input type="checkbox"/> 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 <input type="checkbox"/> Administrator exemplifies professional responsibilities by working with student teachers, probationary teachers, and pursuing other leadership opportunities to enhance the profession <input type="checkbox"/> Administrator always demonstrates professional responsibilities

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

2013-14 DISTRICT ADMINISTRATOR SUCCESS RUBRIC

DISTRICT ADMINISTRATOR BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> □ District wide goals are not known □ Potential barriers are not considered during the planning of the interaction or the design of the learning environment □ Content and skills are presented without options and scaffolding □ The district community members are not engaged □ The district community members do not interact with or demonstrate content and skill comprehension 	<ul style="list-style-type: none"> □ District wide goals are known but not addressed or instructional resources are not aligned with the goals □ Potential barriers are considered but the building administrator is not applying that knowledge to the interaction □ Content is presented with few options and skills are presented without scaffolding □ The district community members are engaged in relevant learning opportunities □ The district community members interact with content and skill comprehension but do not demonstrate knowledge 	<ul style="list-style-type: none"> □ District wide goals are known and instructional resources align with the goal □ Potential barriers are considered and the building administrator applies that knowledge to the learning environment □ Content and skills are presented in multiple ways with options but with minimal scaffolding □ The district community members are engaged in relevant and meaningful learning opportunities □ The district community members interact with and demonstrate content and skill comprehension in multiple ways 	<ul style="list-style-type: none"> □ District wide goals are known, attainable, and accessible. Instructional resources align with the goal □ Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment □ Content and skills are presented in multiple ways with options and scaffolding available □ The district community members are engaged in authentic, relevant, and meaningful learning opportunities □ The district 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 learning environment expectations are not evident
- Trust and responsibility between the district administrator and school community members is not evident within the learning environment
- Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft
- Cultural perspectives and experiences are not valued and ethnically diverse district community members do not feel respected and welcomed (e.g., educators and administrators are not comfortable within the environment, they are not active members of the learning environment, and the language and actions used by the district administrator do not reflect these values)

- PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection
- Few district community members demonstrate a positive association with the district administrator and learning environment and a commitment to the learning environment
- Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility
- Few cultural perspectives and experiences are valued and ethnically diverse district community members feel respected and welcomed (e.g., few educators and administrators are comfortable within the environment, few are active members of the learning environment, and the language and actions used by the district administrator loosely reflect these values)

- PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection
- Many district community members demonstrate positive association with the district administrator and learning environment and a commitment to the learning environment
- Behavior within the learning environment shows evidence of PBIS learning environment expectations
- Some cultural perspectives and experiences are valued and ethnically diverse district community members feel respected and welcomed (e.g., some educators and administrators are comfortable within the environment, some are active members of the learning environment, and the language and actions used by the district administrator loosely reflect these values)

- PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
- The district community members demonstrate a positive association with the district administrator and learning environment, demonstrate a commitment to the learning environment, and interactions between district community and the district administrator model collaborative relationships
- Behavior within the learning environment demonstrates that educators and administrators are empowered to help set school expectations, policies, and activities
- Cultural perspectives and experiences are valued and ethnically diverse district community members feel respected and welcomed (e.g., educators and administrators are comfortable within the environment, are active members of the learning environment, and the language and actions used by the district administrator reflect these values)

**INEFFECTIVE
(1)**

**NEEDS IMPROVEMENT
(2)**

**EFFECTIVE
(3)**

**HIGHLY EFFECTIVE
(4)**

The district administrator does not discuss information and teaching strategies through Professional Learning Communities

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

District administrator does not use effective strategies to reflect on his/her own performance and the progress of the district

District administrator does not demonstrate leadership qualities to enhance the profession

District administrator seldom demonstrates professional responsibilities

The district administrator does not regularly discuss information and teaching strategies through Professional Learning Communities

District administrator rarely pursues professional development to support his/her own practice in UDL and PBIS

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

District administrator rarely supervises or mentors new, current, or interim building level administrators

District administrator occasionally demonstrates professional responsibilities

The district administrator uses dedicated time (weekly or bi-weekly) to meet, collaborate, and discuss resources, information and teaching strategies through Professional Learning Communities

District administrator regularly pursues professional development to support his/her own practice in UDL and PBIS

District administrator actively uses effective strategies to reflect on his/her own performance and the progress of the district

District administrator regularly displays the professional responsibilities of mentoring new, current, or interim building level administrators

District administrator often demonstrates professional responsibilities

In addition to Professional Learning Communities, the district administrator conducts learning environment observations and uses other techniques to provide increased feedback and support to other educators and administrators

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

District administrator demonstrates evidence of regularly reflecting on his/her own performance and the progress of the district through the use of formative and summative data

District administrator exemplifies professional responsibilities by working with current, new, or interim building level administrators and pursuing other leadership opportunities to enhance the profession

District administrator always demonstrates professional responsibilities

STUDENT ACHIEVEMENT, PERFORMANCE, AND	INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
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) <input type="checkbox"/> Many students are receiving Ds and Fs <input type="checkbox"/> Never uses data to address academic progress <input type="checkbox"/> The school district receives a grade of F from the IDOE (Double value) <input type="checkbox"/> Students do not demonstrate knowledge of the district wide learning outcomes <input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction <input type="checkbox"/> Students are unable to thoughtfully reflect on their skills and abilities <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Student grades reflect consistently poor to average performance <input type="checkbox"/> Rarely uses data to address academic progress <input type="checkbox"/> The school district receives a grade D from the IDOE (Double value) <input type="checkbox"/> Students demonstrate minimal knowledge of the district wide learning outcomes <input type="checkbox"/> Few students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Few students demonstrate the ability to thoughtfully reflect on their skills and abilities <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Grades are reflective of student progress and growth <input type="checkbox"/> Sometimes uses data to address academic progress <input type="checkbox"/> The school district receives a grade of C from the IDOE (Double value) <input type="checkbox"/> Students demonstrate knowledge and some success of the district wide learning outcomes <input type="checkbox"/> Many students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability <input type="checkbox"/> Regularly uses data to address academic progress <input type="checkbox"/> The school district receives a grade of A or B from the IDOE (Double value) <input type="checkbox"/> Students consistently demonstrate success on each of the district wide learning outcomes <input type="checkbox"/> Most students consistently demonstrate self-directed learning and seek appropriate help when needed <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) <input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment
LEARNING OUTCOMES	<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) <input type="checkbox"/> Many students are receiving Ds and Fs <input type="checkbox"/> Never uses data to address academic progress <input type="checkbox"/> The school district receives a grade of F from the IDOE (Double value) <input type="checkbox"/> Students do not demonstrate knowledge of the district wide learning outcomes <input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction <input type="checkbox"/> Students are unable to thoughtfully reflect on their skills and abilities <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Student grades reflect consistently poor to average performance <input type="checkbox"/> Rarely uses data to address academic progress <input type="checkbox"/> The school district receives a grade D from the IDOE (Double value) <input type="checkbox"/> Students demonstrate minimal knowledge of the district wide learning outcomes <input type="checkbox"/> Few students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Few students demonstrate the ability to thoughtfully reflect on their skills and abilities <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Grades are reflective of student progress and growth <input type="checkbox"/> Sometimes uses data to address academic progress <input type="checkbox"/> The school district receives a grade of C from the IDOE (Double value) <input type="checkbox"/> Students demonstrate knowledge and some success of the district wide learning outcomes <input type="checkbox"/> Many students demonstrate self-directed learning and seek appropriate help when needed <input type="checkbox"/> Many students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability <input type="checkbox"/> Regularly uses data to address academic progress <input type="checkbox"/> The school district receives a grade of A or B from the IDOE (Double value) <input type="checkbox"/> Students consistently demonstrate success on each of the district wide learning outcomes <input type="checkbox"/> Most students consistently demonstrate self-directed learning and seek appropriate help when needed <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) <input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment

COMMENTS:

2013-14 SUPERINTENDENT AND ASSISTANT SUPERINTENDENT SUCCESS RUBRIC

DISTRICT ADMINISTRATOR BEING EVALUATED

EVALUATOR

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <input type="checkbox"/> District wide vision, mission and HEO's are not known <input type="checkbox"/> Potential barriers related to the policies, structures, and systems are not identified or addressed <input type="checkbox"/> Data and information are not presented in multiple ways <input type="checkbox"/> Data, information, and policy recommendations are not shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it <input type="checkbox"/> The district and community members are not provided multiple opportunities to offer feedback on policies, structures, and systems 	<ul style="list-style-type: none"> <input type="checkbox"/> District wide vision, mission and HEO's are known but resources are not used to support them <input type="checkbox"/> Potential barriers related to the policies, structures, and systems are identified but not addressed <input type="checkbox"/> Data and information are seldom presented in multiple ways <input type="checkbox"/> Data, information, and policy recommendations are seldom shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it <input type="checkbox"/> The district and community members are seldom provided multiple opportunities to offer feedback on policies, structures, and systems 	<ul style="list-style-type: none"> <input type="checkbox"/> District wide vision, mission and HEO's are known but only a few resources are used to support them <input type="checkbox"/> Potential barriers related to the policies, structures, and systems are identified but are minimally addressed <input type="checkbox"/> Data and information are sometimes presented in multiple ways <input type="checkbox"/> Data, information, and policy recommendations are sometimes shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it <input type="checkbox"/> The district and community members are occasionally provided multiple opportunities to offer feedback on policies, structures, and systems 	<ul style="list-style-type: none"> <input type="checkbox"/> District wide vision, mission and HEO's are known and resources are used to support them <input type="checkbox"/> Potential barriers related to the policies, structures, and systems are identified and addressed <input type="checkbox"/> Data and information are presented in multiple ways <input type="checkbox"/> Data, information, and policy recommendations are shared with the district and community members (e.g., board members & business leaders) in ways that the audience connects to it <input type="checkbox"/> The district and community members are provided multiple opportunities to offer feedback on policies, structures, and systems

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> ☐ Culture of respect, fairness, and trust are not referred to during interactions with district and community members ☐ The district and community members are not provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent ☐ Behavior demonstrated by the superintendent or the assistant superintendent does not lead district and community members to be empowered to help set school expectations, policies, and activities ☐ Cultural perspectives and experiences are not valued and ethnically diverse district and community members do not feel respected and welcomed (e.g., educators and administrators are not comfortable within the environment, they are not active members of the learning environment and the language and actions used by the superintendent or assistant superintendent do not reflect these values) 	<ul style="list-style-type: none"> ☐ Culture of respect, fairness and trust are rarely referred to during interactions with district and community members ☐ The district and community members are rarely provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent ☐ Behavior demonstrated by the superintendent or the assistant superintendent rarely leads district and community members to be empowered to help set school expectations, policies, and activities ☐ Few cultural perspectives and experiences are valued and ethnically diverse district and community members feel few educators and administrators are comfortable within the environment, few are active members of the learning environment and the language and actions used by the superintendent or assistant superintendent rarely reflect these values) 	<ul style="list-style-type: none"> ☐ Culture of respect, fairness, and trust are occasionally referred to during interactions with district and community members ☐ The district and community members are occasionally provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent ☐ Behavior demonstrated by the superintendent or the assistant superintendent occasionally leads district and community members to be empowered to help set school expectations, policies, and activities ☐ Some cultural perspectives and experiences are valued and ethnically diverse district and community members feel some educators and administrators are comfortable within the environment, some are active members of the learning environment and the language and actions used by the superintendent or assistant superintendent occasionally reflect these values) 	<ul style="list-style-type: none"> ☐ Culture of respect, fairness, and trust are referred to during interactions with district and community members ☐ The district and community members are provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent ☐ Behavior demonstrated by the superintendent or the assistant superintendent leads district and community members to be empowered to help set school expectations, policies, and activities ☐ Multiple cultural perspectives and experiences are valued and ethnically diverse district and community members feel respected and welcomed (e.g., educators and administrators are comfortable within the environment, are active members of the learning environment, and the language and actions used by the superintendent or assistant superintendent consistently reflect these values)

**INEFFECTIVE
(1)**

The superintendent or assistant superintendent does not conduct observations of fiscal or instructional climates and does not use strategies to provide increased feedback and support to other district and community members

Superintendent or assistant superintendent does not review and reflect on improving his/her practice

Superintendent or assistant superintendent does not use effective strategies to reflect on his/her own performance and the progress of the district

Superintendent or assistant superintendent does not demonstrate leadership qualities to enhance the profession

Superintendent or assistant superintendent seldom demonstrates professional responsibilities

**NEEDS IMPROVEMENT
(2)**

The superintendent or assistant superintendent rarely conducts observations of fiscal or instructional climates and uses few strategies to provide increased feedback and support to other district and community members

Superintendent or assistant superintendent rarely reviews and reflects on improving his/her practice

Effective strategies are rarely used to allow the superintendent or assistant superintendent to reflect on his/her own performance and the progress of the district

Superintendent or assistant superintendent rarely supervises or mentors new, current, or interim building or district level administrators

Superintendent or assistant superintendent occasionally demonstrates professional responsibilities

**EFFECTIVE
(3)**

The superintendent or assistant superintendent occasionally conducts observations of fiscal or instructional climates and occasionally uses strategies to provide increased feedback and support to other district and community members

Superintendent or assistant superintendent occasionally reviews and reflects on improving his/her practice

Superintendent or assistant superintendent occasionally uses effective strategies to reflect on his/her own performance and the progress of the district

Superintendent or assistant superintendent occasionally displays the professional responsibilities of mentoring new, current, or interim building or district level administrators

Superintendent or assistant superintendent often demonstrates professional responsibilities

**HIGHLY EFFECTIVE
(4)**

The superintendent or assistant superintendent consistently conducts observations of fiscal or instructional climates and consistently uses strategies to provide increased feedback and support to other district and community members

Superintendent or assistant superintendent consistently reviews and reflects on improving his/her practice

Superintendent or assistant superintendent demonstrates evidence of consistently reflecting on his/her own performance and the progress of the district through the use of formative and summative data

Superintendent or assistant superintendent exemplifies professional responsibilities by working with current, new, or interim building or district level administrators and pursues other leadership opportunities to enhance the profession

Superintendent or assistant superintendent always demonstrates professional responsibilities

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT	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) <input type="checkbox"/> Never use data to address academic progress <input type="checkbox"/> The school district receives a grade of F from the IDOE (Double value) <input type="checkbox"/> Students do not demonstrate knowledge of the district wide learning outcomes <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Rarely use data to address academic progress <input type="checkbox"/> The school district receives a grade D from the IDOE (Double value) <input type="checkbox"/> Students demonstrate minimal knowledge of the district wide learning outcomes <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Sometimes use data to address academic progress <input type="checkbox"/> The school district receives a grade of C from the IDOE (Double value) <input type="checkbox"/> Many students demonstrate knowledge and some success of the district wide learning outcomes <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 demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) <input type="checkbox"/> Regularly use data to address academic progress <input type="checkbox"/> The school district receives a grade of A or B from the IDOE (Double value) <input type="checkbox"/> Most students consistently demonstrate success on each of the district wide learning outcomes <input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment
	LEARNING OUTCOMES				

COMMENTS:

APPENDIX B

Bartholomew Consolidated School Corporation



Teacher Evaluation Scoring Sheet

Teacher School Date

Established Teacher* Probationary Teacher** Professional Teacher***

Dates of Observations

XXX	XXX	XXX
-----	-----	-----

 Times of Observations

XXX	XXX	XXX
-----	-----	-----

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Category Score	Weighted Category Score
UDL (50%)					#DIV/0!	#DIV/0!
PBIS (15%)					#DIV/0!	#DIV/0!
Academic Citizenship (10%)					#DIV/0!	#DIV/0!
Student Achievement (25%)					#DIV/0!	#DIV/0!
Input the number of checks from each column on the classroom success rubric into the appropriate gray column above.						#DIV/0!

Teacher Ratings		
Ineffective	1.00-1.75	#DIV/0!
Needs Improvement	1.76-2.50	#DIV/0!
Effective	2.51-3.25	#DIV/0!
Highly Effective	3.26-4.00	#DIV/0!

Evaluator Signature/Date

Teacher 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.

Comments:

*Established Teacher- under contract before July 1, 2012
 **Probationary teacher - any new teacher hired by BCSC after July 1, 2012. He/she will remain probationary until receiving a rating of effective or highly effective for at least 3 years in a 5 year or shorter period, which moves them to a Professional Teacher.
 ***Professional Teacher - A teacher will remain at the professional level unless the teacher receives an ineffective rating. The teacher would be moved into probationary status and be required to receive a rating of effective or highly effective for at least 3 years in a 5 year or shorter period

APPENDIX C

**Bartholomew Consolidated School Corporation
Professional Support Action Plan**

Certified Employee: _____

School: _____

Evaluation Category: _____

Date: _____

Evaluator: _____

1. **Identification of the problem or concern:**
2. **List the Plan of Action to resolve the problem or concern:**
3. **List the strategies for resolution including Professional Development activities:**
4. **List the indicators of success:**
5. **List the timeline for review of the Professional Support Action Plan (no longer than 90 school days):**

A plan of action has been developed and a date to review the effectiveness of the plan has been established.

Date: _____

Teacher Signature: _____

Evaluator Signature: _____

Association Representative Signature: _____

Results of the review of the Professional Support Action Plan:

- ___ The problem or concern has been resolved. The certified employee is removed from the Professional Support Action Plan.

- ___ The problem or concern has not been resolved. The certified employee is moved to the Intensive Professional Support Action Plan for an additional 90 school days and a new timeline for review has been established.

Bartholomew Consolidated School Corporation Intensive Professional Support Action Plan

1. List any updates to the Professional Support Plan of Action:

2. List any additional strategies for resolution including any new Professional Development activities:

3. List the indicators of success:

4. List the timeline for review of the Intensive Professional Support Action Plan (no longer than 90 school days):

Results of the review of the Intensive Professional Support Action Plan:

___ **The problem or concern has been resolved. The certified employee is removed from the Intensive Professional Support Action Plan.**

___ **The problem or concern has not been resolved. Any next steps in the evaluation of this certified employee will be outlined with the Assistant Superintendent for Human Resources.**

Date: _____

Teacher Signature: _____

Evaluator Signature: _____

Association Representative Signature: _____

APPENDIX D

BCSC Teacher and Dean/Counselor Evaluation Possible List of Artifacts*

I. UDL (50%)

- Lesson/Presentation/Conference Plans with evidence of the nine UDL guidelines, including:
 - evidence of a goal. All activities and assessments align with this goal.
 - evidence of purposeful engagement throughout the lesson.
 - evidence of scaffolding, remediation and rigor guiding students to create, evaluate, and analyze information.
 - evidence of assessment examples that demonstrate multiple means of action and expression (e.g., rubrics).
- Examples of student work (with evidence of individual teacher feedback).
- Video clips of instruction (e.g., demonstrating student choice).
- Syllabus and/or instructional activity list clarifying student choice.

II. PBIS (15%)

- Lesson/Presentation/Conference Plans with evidence of PBIS, including:
 - varied cultural perspectives.
 - options for student input.
- Digital picture of posted classroom expectations.
- PBIS expectations are clearly woven into classroom documents (e.g., classroom management plan, syllabus, classroom rules).
- Evidence of rapport with students (e.g., student letters, parent letter, evaluation of classroom culture).
- Disciplinary referral data.

III. Academic Citizenship (10%)

- Lesson/Presentation/Conference Plans with evidence of Academic Citizenship, including:
 - formative or summative self-assessment data are used to alter lesson development.
 - formative or summative student assessment data are used to alter lesson development.
- Professional involvement (e.g., mentoring a student teacher, participation on district, school, community, and/or professional committees/organization(s), community projects).
- Research to practice (e.g., professional reading, journals).
- Team/Grade level participation (e.g., group planning notes, critical friends, IC Team participation, notes from post-observation conference).
- Parent communication (e.g., notes, letters, phone calls, surveys, forms, etc).
- Student communication (e.g., notes, letters, etc).
- Attendance or work from coursework, conferences, workshop, presentations, and/or meetings.
- Professional responsibilities (e.g., communication with parents, attendance, punctuality, confidentiality, accurate record keeping).

IV. Academic Success/Learning Outcomes/Post Class (25%)

- National, district, state, and classroom data (e.g., ACT, ISTEP, ECAs, SAT, AP, Dibbles, Acuity, grades, project rubrics, presentation and writing rubrics, IC Team-related outcomes, student work examples).

*This list is a guideline. Additional resources or alternate resources are encouraged. Digital resources are encouraged in developing artifacts.

BCSC Psychologist Evaluation Possible List of Artifacts*

I. UDL (50%)

- Culturally appropriate assessments
- Culturally appropriate reports
- Student-centered assessments
- Data presented in multiple formats to facilitate understanding (representation)
- Presentation or information with evidence of the nine UDL guidelines, including:
 - Reference materials from various resources to the parent or other members of the case conference team
 - Reports provide varied comprehension options (i.e., parent is able to consider special education eligibility options or other general education options)
- Information on executive functions during evaluation results and/or during recommendation section of reports

II. PBIS (15%)

- PBIS expectations are clearly woven into reports (e.g., classroom management plan, syllabus, classroom rules, and recommendations).
- Evidence of rapport with students (e.g., student participation in assessment, observed during student evaluation, written within the reports).

III. Academic Citizenship (10%)

- Lesson/Presentation/Conference Plans with evidence of Academic Citizenship, including:
 - formative or summative self-assessment data are used to alter lesson development.
 - formative or summative student assessment data are used to alter lesson development.
- Professional involvement (e.g., mentoring a student teacher, participation on district, school, community, and/or professional committees/organization(s), community projects).
- Research to practice (e.g., professional reading, journals).
- Team/Grade level participation (e.g., group planning notes, professional learning communities, IC Team participation, notes from post-observation conference).
- Parent communication (e.g., notes, letters, phone calls, surveys, forms, etc).
- Attendance or work from coursework, conferences, workshop, presentations, and/or meetings.
- Professional responsibilities (e.g., communication with parents, attendance, punctuality, confidentiality, accurate record keeping).

IV. Academic Success/Learning Outcomes/Post Class (25%)

- Selecting appropriate assessments
- Career questions for students

*This list is a guideline. Additional resources or alternate resources are encouraged. Digital resources are encouraged in developing artifacts.

BCSC Evaluation: Possible Artifacts* (athletic coaches and athletic directors)

I. UDL (50%)

- Practice/Presentation/Conference Plans with evidence of the nine UDL guidelines, including:
 - evidence of a goal. All activities and performance align with this goal.
 - evidence of purposeful engagement throughout the activity.
 - evidence of scaffolding and supports for skill development guiding student-athletes to create, evaluate, and analyze self performance and team performance.
 - evidence of assessment examples that demonstrate multiple means of action and performance.
- Examples of student-athlete performance (with evidence of individual teacher feedback).
- Video clips of practices or competitions (e.g., demonstrating student-athlete guidance).

II. PBIS (15%)

- Practice/Presentation/Conference Plans with evidence of PBIS, including:
 - varied cultural perspectives.
 - options for student-athlete input.
- Digital picture of posted student-athlete expectations.
- PBIS expectations are clearly woven into student-athlete expectation documents.
- Evidence of rapport with students (e.g., student letters, parent letter, evaluation of team culture).
- Disciplinary referral data.

III. Academic Citizenship (10%)

- Practice/Presentation/Conference Plans with evidence of Academic Citizenship, including:
 - formative or summative self-assessment data are used to alter performance development.
 - formative or summative student-athlete assessment data are used to alter performance development.
- Professional involvement (e.g., supervising assistant coaches, participation on district, school, community, and/or professional committees/organization(s), community projects).
- Research to practice (e.g., professional reading, journals).
- Athletic Department participation (e.g., supporting athletic teams other than yours demonstrated through attendance).
- Parent communication (e.g., notes, letters, phone calls, surveys, forms, etc).
- Student-athlete communication (e.g., notes, letters, etc).
- Attendance or work from conferences, workshop, presentations, and/or meetings.
- Professional responsibilities (e.g., communication with parents, attendance, punctuality, confidentiality, accurate record keeping).

IV. Academic Success/Learning Outcomes/Post Class (25%)

- School data for student-athletes (e.g., attendance, GPAs, graduation rates, post secondary placement, post secondary employment placement)

*This list is a guideline. Additional resources or alternate resources are encouraged. Digital resources are encouraged in developing artifacts.

APPENDIX E

Terms for Teacher Rubric

Accessible: information is accessible to students when they can be an active participant in the process of learning, the affective network is considered, and

Learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

Authentic: Genuine, real world situations and experiences: learning by doing. Authentic activities may or may not include community partners.

Relevant: Connections to student experience

Meaningful: affective component

School learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Lesson goal: a specific goal for each lesson that clarifies what the students will learn, experience, and/or express that day. It is linked to the standards to be taught. In keeping with UDL, the goal does NOT define what methods will be used (e.g., creating maps, presenting orally, reading a chapter). For more guidance, go to:

<http://www.cast.org/teachingeverystudent/tools/udlgoalsetter.cfm>

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See <http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf>

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, creation of the learning environment, lesson building, reflection, and/or academic conversation (e.g., a Critical Friends Group).

Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

Community-based: includes physical participation within the community, the involvements of community resources and organizations, or the inclusion of community members to help evaluate students' assessments

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; and, life and career skills. See more at <http://www.p21.org/overview/skills-framework>

Classroom management system: whether the teacher uses a card flipping system, a student-monitored system, or any other classroom-based behavior system, there must be a direct and clear connection to the school-wide PBIS expectations and system. For example, if a student has to flip a card, that student needs to be able to say how s/he will demonstrate that particular school-wide expectation the next time. Data must be collected on the flip card system so the teacher can begin to understand what supports that student needs to behave appropriately within that learning environment.

Professional environment of the workplace: a respect between students and the teacher is evident. If a student acts outside of the PBIS expectations or social norms, the student is talked to in a tone evident in fully collaborative and effective work environments.

Professional behavior by the students: students demonstrate self-regulation, personal coping skills, reflection and they behave within the posted classroom expectations.

Professional tone: the tone professionals use with one another in a collaborative and effective work environment.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Students' developmental characteristics: students' emotional, physical, and academic development. Teachers should address these individual needs through behavioral and academic supports. For example, one student might need a verbal reminder to sit appropriately in his seat while another might need a visual reminder (e.g., a picture of him sitting appropriately). While

some of this might be how the student learns, it can also be related to the student's developmental characteristics.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Course completion: depending on the course, completion may occur at the end of nine weeks, the semester, or the year.

State and district standardized assessment: for example, ISTEP, ECAs, SATs, and ACTs.

Real world contextual experience: for example, service learning, internships, senior projects, or interpersonal communication with a community member.

Next level: post-secondary settings (academic, work, or community) or movement from one grade to another.

Terms for Dean/Counselor Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See <http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf>

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

Community-based: includes physical participation within the community, the involvements of community resources and organizations, or the inclusion of community members to help evaluate students' assessments

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at <http://www.p21.org/overview/skills-framework>

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, lesson building, reflection, and/or academic conversation.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from state and district standardized assessments, individualized education plans (IEPs), and student portfolios.

Terms for School Psychologist Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See <http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf>

Scaffolding: you can scaffold a lesson for a specific student or for a group of students struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student's capability. Allow the student to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: "I can really see an improvement in your letters," or "remember to indent the first line of your paragraph," rather than "that one is wrong" or "Do it again". And provide prompts when students make errors to guide them toward the goal of unassisted learning. Begin fading (gradual removal of the scaffolding) as the student gains mastery of the task, skill or concept.

Remediation: identifying and using techniques to help students gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at <http://www.p21.org/overview/skills-framework>

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Professional learning community: a group of teaching professionals who come together for the sole purpose of brainstorming, lesson building, reflection, and/or academic conversation.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies and Article 7.

Intervention and data outcomes: These data can include scores from ACT, ISTEP, ECAs, SAT, AP, DIBELS, and/or Acuity.

Terms for Administrator Rubric

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See <http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf>

Flexible learning environment: where and how learning takes place is a learning environment. An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the students. This can take place spontaneously (e.g., the unplanned use of the classroom calculators) or can be planned (e.g., ensuring students know to use the classroom computer and Read & Write Gold when others are using print-based materials).

Responsible behavior: these behaviors reflect the professional responsibilities outlined in code 3210 of the BCSC policies, including communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior.

Formative data: data collected from on-going assessments, reviews, and observations in a classroom to use for instructional decision-making. Students can also monitor their progress with data from periodic quizzes and performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and teachers make a judgment of student competency after an instructional phase is complete.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from state and district standardized assessments, individualized education plans (IEPs), and student portfolios.

Terms for Coaches Rubric

School wide learning outcomes: at BCSC, some of our schools have overarching learning outcomes (e.g., Habits of Mind). Make sure you are familiar with those learning outcomes and understand the relationships they have to your teaching.

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remember, understanding, applying, analyzing, evaluating, to creating). See <http://www.transitionmathproject.org/partners/wcp/doc/bloom.pdf>

Scaffolding: you can scaffold a lesson for a specific student-athlete or for a group of student-athletes struggling to grasp a task, skill or concept. Offer assistance focusing only on the task, skill or concept beyond the student-athlete's capability. Allow the student-athlete to complete as much as possible unassisted. Provide mastery feedback specific to the task, skill or concept. For example: A student-athlete is struggling with a two-legged take down. Break the skills down into parts, provide demonstration including the student-athlete in structured practice.

Remediation: identifying and using techniques to help student-athletes gain mastery of a task, skills or concept when they have not demonstrated mastery. Data should be gathered to demonstrate what techniques are used and whether those techniques are effective.

21st Century Skills: these include: learning and innovation skills; information, media, and technology skills; life and career skills; collaboration; technology skills; oral communication; written communication; higher order thinking; and/or habits of mind. See more at <http://www.p21.org/overview/skills-framework>

Flexible learning environment: where and how learning takes place is a learning environment (e.g., practice room/area, on the field, or on the court). An environment includes the location, the resources available, the lesson, and the management structure in place (e.g., the use of PBIS to guide student-athletes and adult behavior in that specific environment). A *flexible learning environment* utilizes the resources on hand or brings in available resources to meet the learning needs of the student-athletes. This can take place spontaneously (e.g., the unplanned use of the tackle dummies) or can be planned (e.g., drills).

Professional tone: professionals use this tone with one another in a collaborative and effective work environment.

Formative data: data collected from on-going assessments, reviews, and observations during practice and competition to use for instructional decision-making. Student-athletes can also monitor their progress with data from periodic performance tasks.

Summative data: data collected to evaluate the effectiveness of instructional programs and coaches make a judgment of student-athlete competency after an instructional phase is complete.

Student-athletes' developmental characteristics: student-athletes' emotional, physical, and academic development. Coaches should address these individual needs through behavioral and

academic supports. For example, one student-athlete might need a verbal reminder to interact with other players appropriately during travel to a game while another might need a visual reminder (e.g., a picture of him sitting appropriately). While some of this might be how the student-athlete learns, it can also be related to the student-athlete's developmental characteristics.

Professional responsibilities: these could include communication with parents, attendance, punctuality, accurate record keeping, confidentiality and other ethical behavior as outlined in code 3210 of the BCSC policies.

Appropriate annual academic progress: data demonstrating this progress can come from attendance, GPAs, graduation rates, post secondary placement and/or post secondary employment placement.

Next level: post-secondary settings (academic, work, or community) or movement from one grade to another.

APPENDIX F

The BCSC Evaluation Process

