



BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION

GUIDEBOOK
FOR
TEACHER EVALUATION SYSTEM

2022-2023

Table of Contents

Indiana Code 20-28-11.5-4.....	page 3
Certified Employee Evaluation System Development Process and Current State.....	page 5
Components of Evaluation System.....	page 7
Step I: Goal Setting/Pre-Observation Conference.....	page 9
Step II: Observation.....	page 10
Step III: Post-Observation Conference.....	page 11
Step IV: Summative Conference.....	page 12
Step V: Plan Discussion and Professional Development.....	page 14
Appendix A.....	page 15
• Teacher Success Rubric	
• Dean/Counselor Success Rubric	
• Administrator Success Rubric	
• District Administrator Success Rubric	
• OT/PT Success Rubric	
• School Psychologist Success Rubric	
• Athletic Director Success Rubric	
• Superintendent/Assistant Superintendent Success Rubric	
• Employee and Student Assistance Coordinator Success Rubric	
• Technology Director Success Rubric	
• Athletic Coach Success Rubric	
Appendix B.....	page 58
• Teacher Evaluation Score Sheet	
Appendix C.....	page 60
• Professional Support Action Plan	
Appendix D.....	page 66
• BCSC Teacher and Dean/Counselor Artifacts	
• BCSC Psychologist Artifacts	
• BCSC Athletic Directors Artifacts	
Appendix E.....	page 70
• Terms for Teacher Rubric	
• Terms for Dean/Counselor Rubric	
• Terms for School Psychologist Rubric	
• Terms for Administrator Rubric	
Appendix F.....	page 79
• Evaluation Process Flowchart	

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
- 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 to correct the deficiencies noted in the evaluation within not more than ninety (90) school days. 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 certified employee 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 certified employee received a rating of ineffective;
- A student may not be instructed for two (2) consecutive years by two (2) consecutive certified employees, each of whom was rated ineffective.

IC 20-28-6-7.5 and 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 ratings 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.

CERTIFIED EMPLOYEE EVALUATION SYSTEM

DEVELOPMENT PROCESS & CURRENT STATE

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 incorporated the following fundamental principles:

- A system that ensured fair and accurate judgments about the teaching and learning process
- A system that enabled valid judgments/assessment of student work
- A system that included multiple measures of student achievement
- A system that facilitated a productive professional dialogue among teachers and administrators to ensure continuous improvement
- A system that created confidence and support for all stakeholders
- A system that incorporated procedures to address anomalies and inconsistencies in the implementation process
- A system that incorporated collegial decision-making

All evaluations are being conducted by BCSC administrators. Non-administrators/teachers do not act as evaluators as per agreement with the district teachers' association.

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 continued monthly throughout the 2013-14 and 2014- 2015 school year and as needed thereafter
- The Evaluation Committee continued to meet and review the status of full implementation of the Evaluation System during the 2013-14 and the 2014- 2015 school years
- School Board public presentation on Evaluation system on September 22, 2014
- Recognized by the State Board of Education and the Indiana Department of Education as Exemplary for the development and implementation of the BCSC Teacher Evaluation System on December 11, 2015
- Summer of 2016, BCSC was selected by the Indiana Center for Teacher Quality (ICTQ) as one of six school/school districts to receive a grant award which allows us to focus on system supports and structures to improve teacher quality to meet academic and behavioral needs of all students

- August 2016 the BCSC Corporation Continuous Improvement Council (CCIC) created a sub-committee to work with the Center on Education and Lifelong Learning and Center on Community Living and Careers at Indiana University's Center for Excellence to establish comprehensive job-embedded professional growth and support driven by district data
- Report made to BCSC School Board on results of the evaluation for the 2015-16 school year at the August 8, 2016 School Board meeting
- Continued work with ICTQ on creation of modules for professional development for administrators and certified employees throughout the 2017-18, 2018-19, and 2019-2020 school years
- Report made to the BCSC School Board on the results of the evaluation for the 2016-17 school year at the August 14, 2017 School Board meeting
- Additional training for elementary and secondary administrators continues monthly at their principal meetings throughout the 2017-18 school year
- The Evaluation Oversight Committee continues to meet semi-annually and review the status of full implementation of the Evaluation System
- Report made to the BCSC School Board on the results of the evaluation for the 2017-18 school year at the August 13, 2018 School Board meeting
- Monthly administrator meetings will continue through the 2019-2020 school year with a focus on social/emotional learning and its reflection in the PBIS and Academic Citizenship scores
- Report made to the BCSC School Board on results of the 2018-19 school year evaluation scores at the Aug. 12, 2019 School Board meeting
- Report made to the BCSC School Board on the results of the 2019-2020 school year evaluation scores at the August 10, 2020 School Board meeting
- Evaluation Oversight Committee met in July/August 2020 to edit the Teacher Success Rubric to address the removal of statewide assessment scores
- Report made to the BCSC School Board on the results of the 2020-2021 school year evaluation scores at the August 9, 2021 School Board meeting
- The Evaluation Oversight Committee met June 2, 2022 to review the status of the Evaluation System. There was consensus on a few edits and areas that need to be reviewed that will bring clarity to the process. Training will be provided to evaluators and teachers on the process and the recent updates. An emphasis will be on the Fundamental Principles. The word unscheduled will be added to the Informal Observation section listed under Step II. Under Academic Success, line items 4.3 and 4.4 were combined due to being similar and the statement was edited to reflect UDL and our Strategic Plan to include the terminology of Expert Learners. There was agreement that a new rubric for coaches was needed and it has been created.
- Report made to the BCSC School Board on the results of the 2021-2022 school year evaluation scores at the August 8, 2022 School Board meeting

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 measures such as the metrics of the district-wide learning outcomes that are in place for the 2021-22 school year. These district-wide learning outcomes are for non-tested content areas as well as the tested content areas to measure individual student growth. Growth Model report cards, which reflect proficiencies around the Indiana State Standards, are in place for grades K-6. Common assessments at each grade level - grades K-12 - support student learning, academic growth, and academic achievement. Mastery of standards is determined to be at 80% of the standards identified and assessed. Grade level and subject area teachers have determined the critical standards, proficiency scales and established assessments for their student needs. Negative impact is determined by a majority of students failing to meet the 80% mastery. (511 IAC 10-6-4 (C) (1) (2))

- **Instruction Delivered by Teachers Rated as Ineffective**

As stated in Indiana Code and in the previous section, students will not be instructed for two consecutive years by two consecutive teachers rated as ineffective. The district will also not have a student be instructed for consecutive years by the same ineffective teacher. This will be monitored at the building level by the building principal.

The building principal will also be responsible for notifying parents either in writing or in a personal meeting if assigning a student to consecutive “ineffective” teachers is unavoidable which could possibly happen with the current teacher shortage at the secondary level.

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:

- Unscheduled
- 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
- May include involvement in or at extracurricular 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 (GAT) 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 certified employee's observations 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** instructional 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 certified employee 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. Negative Growth/Impact is currently defined in State Board of Education rule at 511 IAC 10-6-4© as follows:

1. For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. For all other teachers, negative growth is identified as receiving a rating of one (1) in two (2) of the five (5) items found under the Student Achievement, Performance, and Growth Domain on the teacher's completed **Success Rubric**.

The school principal, who is knowledgeable of the evaluation ratings of the certified staff, is responsible for reviewing student grade level assignments each year and making any reassignments to ensure that no student will 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 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.

Step V:

Plan Discussion and Professional Development

Assistant Superintendent of Human Resources will compile all results which will be disaggregated by:

- Domain – by district, building, grade level and department
- School level
- Department and grade level – across the district and by school
- Years of teaching experience
- College attended

These results will be shared with the district's Directors of Elementary Education and Secondary Education and administrators for the development of appropriate and needed professional development tied to the results.

The Superintendent (or designee) will share the results with leadership of Columbus Educators Association by July 31 of each year.

The Superintendent (or designee) will share the results at a public school board meeting by August 15 of each year.

Annually the leadership of the Columbus Educators Association will survey members regarding the evaluation system and present the results to the Evaluation Oversight Committee.

APPENDIX A

RUBRIC

Teacher Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	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
	1.2	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
	1.3	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
	1.4	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
	1.5	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
PBIS	2.1	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection
	2.2	Trust and responsibility for both staff and students is not evident within the learning environment	Few students demonstrate a positive association with the teacher and learning environment and a commitment to the learning environment	Many students demonstrate positive association with the teacher and learning environment and a commitment to the learning environment	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
	2.3	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 expectations, policies, and activities
	2.4	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)	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)	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)	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)
Academic Citizenship	3.1	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
	3.2	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
	3.3	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

	3.4	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
	3.5	Teacher seldom demonstrates professional responsibilities	Teacher occasionally demonstrates professional responsibilities	Teacher often demonstrates professional responsibilities	Teacher always demonstrates professional responsibilities
Academic Success	4.1	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) or IEP goals.	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals.	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals.	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals.
	4.2	Many students are receiving Ds and Fs or 1's and 2's	Student grades reflect consistently poor to average performance	Grades are reflective of student progress and growth	An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment.	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment.	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment.	When students reflect on their skills and abilities, most students and/or parents/guardians report a high level of preparation for the next level of education or employment and on track to reach their college and career goals.

Dean/Counselor Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	School wide goals are not known	School wide goals are known but not addressed or instructional resources are not aligned with the goals	School wide goals are known and instructional resources align with the goal	School wide goals are known, attainable, and accessible. Instructional resources align with the goal
	1.2	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
	1.3	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
	1.4	The students and/or parents are not engaged	The students and/or parents are engaged in relevant learning opportunities	The students and/or parents are engaged in relevant and meaningful learning opportunities	The students and/or parents are engaged in authentic, relevant, and meaningful learning opportunities
	1.5	The students do not demonstrate and articulate appropriate choices	The students rarely demonstrate and articulate appropriate choices	The students occasionally demonstrate and articulate appropriate choices	The students consistently demonstrate and articulate appropriate choices
PBIS	2.1	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection
	2.2	Trust and responsibility between the dean/counselor and students is not evident within the learning environment	Few students demonstrate a positive association with the dean/counselor and learning environment and a commitment to the learning environment	Many students demonstrate positive association with the dean/counselor and learning environment and a commitment to the learning environment	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
	2.3	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 expectations, policies, and activities
	2.4	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)	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)	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)	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)
Academic Citizenship	3.1	The dean/counselor does not discuss information and resources with structured facilitated groups	The dean/counselor does not regularly discuss information with structured facilitated groups	The dean/counselor uses regular dedicated time to meet, collaborate, and discuss resources and information with structured facilitated groups	In addition to structured facilitated groups , the dean/counselor observes learning environments and provide feedback and support to other educators
	3.2	The dean/counselor is not developing a capacity to support his/her own practice in UDL and PBIS	The dean/counselor rarely pursues professional development to support his/her own practice in UDL and PBIS	The dean/counselor regularly pursues professional development to support his/her own practice in UDL and PBIS	The dean/counselor consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
	3.3	The dean/counselor 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 dean/counselor to reflect on his/her own performance and the progress of the	The dean/counselor actively uses effective strategies to reflect on his/her own performance and the progress of the school	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

			school		data
	3.4	The dean/counselor does not demonstrate leadership qualities to enhance the profession	The dean/counselor rarely works with pre-service candidates and/or current educators	The dean/counselor regularly displays professional responsibilities by working with pre-service candidates and/or current educators	The dean/counselor exemplifies professional responsibilities by working with pre-service candidates and pursuing other leadership opportunities to enhance the profession
	3.5	The dean/counselor seldom demonstrates professional responsibilities	The dean/counselor occasionally demonstrates professional responsibilities	The dean/counselor often demonstrates professional responsibilities	The dean/counselor always demonstrates professional responsibilities
Academic Success	4.1	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) or IEP goals	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards) or IEP goals
	4.2	Many students are receiving Ds and Fs	Student grades reflect consistently poor to average performance	Grades are reflective of student progress and growth	An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or	When students reflect on their skills and abilities, few students feel that their class experience	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment

		employment	prepared them well for their next steps in education or employment		
--	--	------------	--	--	--

Administrator Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	School wide goals are not known	School wide goals are known but not addressed or instructional resources are not aligned with the goals	School wide goals are known and instructional resources align with the goal	School wide goals are known, attainable, and accessible. Instructional resources align with the goal
	1.2	Potential barriers are not considered during the planning of the interaction or the design of the learning environment	Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	Potential barriers are considered and the building administrator applies that knowledge to the learning environment	Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment
	1.3	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
	1.4	The school community members are not engaged	The school community members are engaged in relevant learning opportunities	The school community members are engaged in relevant and meaningful learning opportunities	The school community members are engaged in authentic, relevant and meaningful learning opportunities
	1.5	The school community members do not interact with or demonstrate content and skill comprehension	The school community members interact with content and skill comprehension but do not demonstrate knowledge	The school community members interact with and demonstrate content and skill comprehension in multiple ways	The school community members consistently interact with and demonstrate content and skill comprehension in multiple ways
PBiS	2.1	PBiS learning environment expectations are not evident	PBiS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	PBiS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	PBiS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection

	2.2	Trust and responsibility between the building administrator and school community members is not evident within the learning environment	Few school community members demonstrate a positive association with the building administrator and learning environment and a commitment to the learning environment	Many school community members demonstrate positive association with the building administrator and learning environment and a commitment to the learning environment	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
	2.3	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 expectations, policies, and activities
	2.4	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)	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)	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)	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)
Academic Citizenship	3.1	The administrator does not discuss information and teaching strategies through structured facilitated groups	The administrator does not regularly discuss information and teaching strategies through structured facilitated groups	The administrator use regular dedicated time to meet, collaborate, and discuss resources, information and teaching strategies through structured facilitated groups	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

	3.2	Administrator is not developing a capacity to support his/her own practice in UDL and PBIS	Administrator rarely pursues professional development to support his/her own practice in UDL and PBIS	Administrator regularly pursues professional development to support his/her own practice in UDL and PBIS	Administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
	3.3	Administrator 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 administrator to reflect on his/her own performance and the progress of the school	Administrator actively uses effective strategies to reflect on his/her own performance and the progress of the school	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
	3.4	Administrator does not demonstrate leadership qualities to enhance the profession	Administrator rarely supervises or mentors student teachers, probationary teachers, or provides any training of educators	Administrator regularly displays the professional responsibilities of mentoring student teachers, probationary teachers, or the training of educators	Administrator exemplifies professional responsibilities by working with student teachers, probationary teachers, and pursuing other leadership opportunities to enhance the profession
	3.5	Administrator seldom demonstrates professional responsibilities	Administrator occasionally demonstrates professional responsibilities	Administrator often demonstrates professional responsibilities	Administrator always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Many students are receiving Ds and Fs	Student grades reflect consistently poor to average performance	Grades are reflective of student progress and growth	An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert	Many students consistently demonstrate the characteristics of an expert	Most students consistently demonstrate the characteristics of an expert learner

			learner	learner	
4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment	

District Administrator Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	District wide goals are not known	District wide goals are known but not addressed or instructional resources are not aligned with the goals	District wide goals are known and instructional resources align with the goal	District wide goals are known, attainable, and accessible. Instructional resources align with the goal
	1.2	Potential barriers are not considered during the planning of the interaction or the design of the learning environment	Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	Potential barriers are considered and the building administrator applies that knowledge to the learning environment	Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment
	1.3	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
	1.4	The district community members are not engaged	The district community members are engaged in relevant learning opportunities	The district community members are engaged in relevant and meaningful learning opportunities	The district community members are engaged in authentic, relevant, and meaningful learning opportunities
	1.5	The district community members do not interact with or demonstrate content and skill comprehension	The district community members interact with content and skill comprehension but do not demonstrate knowledge	The district community members interact with and demonstrate content and skill comprehension in multiple ways	The district community members consistently interact with and demonstrate content and skill comprehension in multiple ways
PBiS	2.1	PBiS learning environment expectations are not evident	PBiS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	PBiS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	PBiS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection

	2.2	Trust and responsibility between the district administrator and school community members is not evident within the learning environment	Few district community members demonstrate a positive association with the district administrator and learning environment and a commitment to the learning environment	Many district community members demonstrate positive association with the district administrator and learning environment and a commitment to the learning environment	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
	2.3	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 educators and administrators are empowered to help set school expectations, policies, and activities
	2.4	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)	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)	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)	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 reflects these values)
Academic Citizenship	3.1	The district administrator does not discuss information and teaching strategies through Structured Facilitated Groups	The district administrator does not regularly discuss information and teaching strategies through Structured Facilitated Groups	The district administrator uses regular dedicated time to meet, collaborate, and discuss resources, information and teaching strategies through Structured Facilitated Groups	In addition to Structured Facilitated Groups, the district administrator conducts learning environment observations and uses other techniques to provide increased feedback and support to other educators and administrators

	3.2	District administrator is not developing a capacity to support his/her own practice in UDL and PBIS	District administrator rarely pursues professional development to support his/her own practice in UDL and PBIS	District administrator regularly pursues professional development to support his/her own practice in UDL and PBIS	District administrator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
	3.3	District administrator does not use effective strategies to reflect on his/her own performance and the progress of the district	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 actively uses effective strategies to reflect on his/her own performance and the progress of the district	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
	3.4	District administrator does not demonstrate leadership qualities to enhance the profession	District administrator rarely supervises or mentors new, current, or interim building level administrators	District administrator regularly displays the professional responsibilities of mentoring new, current, or interim building level administrators	District administrator exemplifies professional responsibilities by working with current, new, or interim building level administrators and pursuing other leadership opportunities to enhance the profession
	3.5	District administrator seldom demonstrates professional responsibilities	District administrator occasionally demonstrates professional responsibilities	District administrator often demonstrates professional responsibilities	District administrator always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Many students are receiving Ds and Fs	Student grades reflect consistently poor to average performance	Grades are reflective of student progress and growth	An exceptional number of students can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability

Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment

OT/PT Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	The goal is not posted	The goal is posted but not addressed or therapeutic interventions, strategies or methods are not aligned with the goal	The goal is posted and therapeutic intervention, strategies, methods and materials align with the goal	The goal is posted, attainable and accessible. Therapeutic interventions, strategies, methods and materials align with the goal
	1.2	Potential barriers are not considered during the planning of the therapeutic intervention or the design of the learning/therapy environment	Potential barriers are considered but the therapist is not applying that knowledge and making adaptations to the therapeutic intervention plan	Potential barriers are considered and the therapist applies that knowledge to the therapeutic/learning environment	Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson/therapeutic intervention and the learning environment
	1.3	Content and skills are presented without options and scaffolding	Interventions/activities are 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
	1.4	Students are not engaged	Students are engaged in relevant therapeutic interventions, activities and learning opportunities	Students are engaged in relevant and meaningful therapeutic activities/interventions that enhance learning opportunities	Students are engaged in authentic, relevant and meaningful therapeutic activities/interventions that enhance learning opportunities
	1.5	Students do not interact with or demonstrate content and skill for progress toward goal	Students interact with content and skill comprehension but do not demonstrate progress toward goal	Students interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal	Students consistently interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal
PBIS	2.1	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection

	2.2	Trust and responsibility for both staff and students is not evident within the learning environment	Few students demonstrate a positive association with the OT/PT and learning environment and a commitment to the learning environment	Many students demonstrate positive association with the OT/PT and learning environment and a commitment to the learning environment	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
	2.3	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 expectations, policies, and activities
	2.4	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)	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)	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)	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)
Academic Citizenship	3.1	OT/PT does not discuss curriculum and teaching strategies within Structured Facilitated Groups	OT/PT does not regularly discuss curriculum and teaching strategies within Structured Facilitated Groups	OT/PT 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 OT/PT conducts learning environment observations and uses other techniques to provide increased feedback and support to other colleagues
	3.2	OT/PT is not developing a capacity to support his/her own practice in UDL and PBIS	OT/PT rarely pursues professional development to support his/her own practice in UDL and PBIS	OT/PT regularly pursues professional development to support his/her own practice in UDL and PBIS	OT/PT consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection

	3.3	OT/PT does not use effective strategies to reflect on his/her own performance and the progress of the student	Effective strategies are rarely used to allow the OT/PT to reflect on his/her own performance and the progress of the student	OT/PT actively uses effective strategies to reflect on his/her own performance and the progress of the student	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
	3.4	OT/PT does not demonstrate leadership qualities to enhance the profession	OT/PT rarely supervises or mentors OT/PT students or provides any training to other colleagues	OT/PT regularly displays professional responsibilities of mentoring OT/PT students or the training of other therapists	OT/PT exemplifies professional responsibilities by working with OT/PT students and participating in other leadership opportunities in enhancing the profession
	3.5	OT/PT seldom demonstrates professional responsibilities	OT/PT occasionally demonstrates professional responsibilities	OT/PT often demonstrates professional responsibilities	OT/PT always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)	Many students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)	Most students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT/PT IEP goals)
	4.2	Less than 50% of OT/PT students are making progress toward discipline specific IEP goals	50% of OT/PT students are making progress toward discipline specific IEP goals	60% of OT/PT students are making progress toward discipline specific IEP goals	75% of OT/PT students are making progress toward discipline specific IEP goals
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment

School Psychologist Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	Data is not customized and displayed to promote visual and auditory explanations of evaluation reports	Data is rarely customized and displayed to promote visual and auditory explanations of evaluation reports	Data is occasionally customized and displayed to promote visual and auditory explanations of evaluation reports	Data is often customized and displayed to promote visual and auditory explanations of evaluation reports
	1.2	Multiple means of action and expression are not presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are rarely presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are occasionally presented within scaffolding and remediation strategies which are recommended to improve the learning environment	Multiple means of action and expression are presented within scaffolding and remediation strategies which are recommended to improve the learning environment
	1.3	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are not provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are rarely provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are occasionally provided during case conferences	Background information, patterns of relative and normative strengths and weaknesses, and big ideas within the assessment data are regularly provided during case conferences
	1.4	Group presentation and individual conferences do not help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences rarely help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences occasionally help students make authentic, relevant and meaningful connections between school and their future	Group presentation and individual conferences often help students make authentic, relevant and meaningful connections between school and their future
	1.5	Rarely reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Occasionally reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Often reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.	Regularly reference resources and/or tools, including assistive technology that can be used at school or at home to remove barriers.

PBIS	2.1	Interactions with students are not connected to the school wide PBIS management system	Interactions with students are minimally connected to the school wide PBIS management system	Interactions with students are connected to the school wide PBIS management system	Interactions with students are clearly connected to the school-wide PBIS management system
	2.2	The school psychologist does not model collaborative relationships	The school psychologist rarely models collaborative relationships	The school psychologist often models collaborative relationships	The school psychologist consistently models collaborative relationships
	2.3	Does not encourage the use of PBIS for students	Rarely encourages the use of PBIS for students	Occasionally encourages the use of PBIS for students	Regularly encourages the use of PBIS for students
	2.4	Cultural perspectives and experiences are not valued and ethnically diverse students are not given respect or welcomed	Few cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed	Some cultural perspectives and experiences are valued and ethnically diverse students are given respect and are welcomed	Multiple cultural perspectives and experiences are valued and ethnically diverse students and families are given respect and are welcomed
Academic Citizenship	3.1	The school psychologist does not participate in formal or informal Structured Facilitated Groups to share current research findings	The school psychologist rarely participates in formal or informal Structured Facilitated Groups to share current research findings	The school psychologist occasionally participates in formal or informal Structured Facilitated Groups to share current research findings	The school psychologist participates in formal or informal Structured Facilitated Groups to share current research findings
	3.2	The school psychologist is not developing a capacity to support his/her own practice in UDL , PBIS, and school psychology	The school psychologist rarely pursues professional development to support his/her own practice in UDL, PBIS, and school psychology	The school psychologist regularly pursues professional development to support his/her own practice in UDL, PBIS, and school psychology	The school psychologist habitually reviews and reflects on improving his/her practice in UDL, PBIS, and school psychology through professional development and self-reflection
	3.3	The school psychologist refuses to provide responses and services when approached by school personnel and/or community agencies	The school psychologist withholds responses and services when approached by school personnel and/or community agencies	The school psychologist collaborates with school personnel and/or community agencies, but limits responses and services.	The school psychologist collaborates with school personnel and/or community agencies to provide coordinated responses and services
	3.4	The school psychologist does not display an understanding of students' developmental characteristics	The school psychologist occasionally displays an understanding of students' developmental characteristics	The school psychologist regularly displays an understanding of students' developmental characteristics	The school psychologist displays a knowledge of individual student characteristics and regularly displays an understanding of students' developmental

					characteristics
	3.5	The school psychologist seldom demonstrates professional responsibilities	The school psychologist occasionally demonstrates professional responsibilities	The school psychologist often demonstrates professional responsibilities	The school psychologist predominantly demonstrates professional responsibilities
Academic Success	4.1	Does not actively encourage that the referral for evaluation include intervention and data outcomes	Rarely encourages referral for evaluation to include intervention and data outcomes	Occasionally encourages referral for evaluation to include intervention and data outcomes	Encourages referral for evaluation to include intervention and data outcomes
	4.2	Does not use evidence to appropriately match student and academic needs	Rarely uses evidence to appropriately match student and academic needs	Occasionally uses evidence to appropriately match student and academic needs	Evidence shows appropriate match between student and academic needs
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment

Athletic Director Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	School wide goals are not known	School wide goals are known but not addressed or instructional resources are not aligned with the goals	School wide goals are known and instructional resources align with the goal	School wide goals are known, attainable and accessible. Instructional resources align with the goal
	1.2	Potential barriers are not considered during the planning of the interaction or the design of the learning environment	Potential barriers are considered but the athletic director is not applying that knowledge to the interaction	Potential barriers are considered and the athletic director applies that knowledge to the learning environment	Potential barriers related to the resources, information and learning environment are identified and addressed in the design of the interaction and the learning environment
	1.3	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
	1.4	The coach and students are not engaged	The coach and students are engaged in relevant learning opportunities	The coach and students are engaged in relevant and meaningful learning opportunities	The coaches and students are engaged in authentic, relevant, and meaningful learning opportunities
	1.5	The coaches and students do not interact with or demonstrate content and skill comprehension	The coaches and students interact with content and skill comprehension but do not demonstrate knowledge	The coaches and students interact with and demonstrate content and skill comprehension in multiple ways	The coaches and students consistently interact with and demonstrate content and skill comprehension in multiple ways

PBIS	2.1	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection
	2.2	Trust and responsibility between the athletic director and coaches, students, and community members is not evident within the learning environment	Few coaches, students, and community members demonstrate a positive association with the teacher and learning environment and a commitment to the learning environment	Many coaches, students, and community members demonstrate positive association with the teacher and learning environment and a commitment to the learning environment	The coaches, students, and community members 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
	2.3	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
	2.4	Cultural perspectives and experiences are not valued and ethnically diverse school community members 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 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 students 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 students 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 reflects these values)
Academic Citizenship	3.1	The athletic director does not discuss information and coaching strategies with coaches	The athletic director does not regularly discuss coaching strategies with coaches	The athletic director uses dedicated time to meet, collaborate, and discuss resources, information and	The athletic director regularly conducts learning environment observations and supplies techniques to provide increased

				coaching strategies with coaches	feedback and support to coaches
	3.2	The athletic director is not developing a capacity to support his/her own practice in UDL and PBIS	The athletic director rarely pursues professional development to support his/her own practice in UDL and PBIS	The athletic director regularly pursues professional development to support his/her own practice in UDL and PBIS	The athletic director consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
	3.3	The athletic director does not use effective strategies to reflect on his/her own performance and the progress of the athletic department	Effective strategies are rarely used by the athletic director to reflect on his/her own performance and the progress of the school	athletic director actively uses effective strategies to reflect on his/her own performance and the progress of the athletic program	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
	3.4	The athletic director does not demonstrate leadership qualities to enhance the profession	The athletic director rarely collaborates with athletic directors within their conference or region	The athletic director regularly displays professional responsibilities by working with athletic directors within their conference or region	The athletic director exemplifies professional responsibilities by working with athletic directors within their conference or region
	3.5	Athletic director seldom demonstrates professional responsibilities	Athletic director occasionally demonstrates professional responsibilities	Athletic director often demonstrates professional responsibilities	Athletic director always demonstrates professional responsibilities
Academic Success	4.1	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)	Few student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most student athletes demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Many student athletes are receiving Ds and Fs	Student athletes' grades reflect consistently poor to average performance	Grades are reflective of student athletes' progress and growth	An exceptional number of student athletes can articulate their academic achievements, areas that need improvement, and receive grades reflective of that ability

Learning Outcomes	4.3	Student athletes do not demonstrate the characteristics of an expert learner	Few student athletes consistently demonstrate the characteristics of an expert learner	Many student athletes student athletes consistently demonstrate the characteristics of an expert learner	Most student athletes consistently demonstrate the characteristics of an expert learner
	4.4	When student athletes reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When student athletes reflect on their skills and abilities, few student athletes feel that their class experience prepared them well for their next steps in education or employment	When student athletes reflect on their skills and abilities, many student athletes feel their class experience prepared them well for their next steps in education or employment	When student athletes reflect on their skills and abilities, most student athletes feel their class experience prepared them well for their next steps in education or employment

Superintendent/Assistant Superintendent Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	District wide vision, mission, and core beliefs are not known	District wide vision, mission, and core beliefs are known but resources are not used to support them	District wide vision, mission, and core beliefs are known but only a few resources are used to support them	District wide vision, mission, and core beliefs are known and resources are used to support them
	1.2	Potential barriers related to the policies, structures, and systems are not identified or addressed	Potential barriers related to the policies, structures, and systems are identified but not addressed	Potential barriers related to the policies, structures, and systems are identified but are minimally addressed	Potential barriers related to the policies, structures, and systems are identified and addressed
	1.3	Data and information are not presented in multiple ways	Data and information are seldom presented in multiple ways	Data and information are sometimes presented in multiple ways	Data and information are presented in multiple ways
	1.4	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	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	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	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
	1.5	The district and community members are not provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are seldom provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are occasionally provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are provided multiple opportunities to offer feedback on policies, structures, and systems
PBIS	2.1	Culture of respect, fairness, and trust are not referred to during interactions with district and community members	Culture of respect, fairness, and trust are rarely referred to during interactions with district and community members	Culture of respect, fairness, and trust are occasionally referred to during interactions with district and community members	Culture of respect, fairness, and trust are referred to during interactions with district and community members

	2.2	The district and community members are not provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are rarely provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are occasionally provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent	The district and community members are provided opportunities to demonstrate a positive and collaborative interactions with the superintendent or assistant superintendent
	2.3	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	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	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	Behavior demonstrated by the superintendent or the assistant superintendent does leads district and community members to be empowered to help set school expectations, policies, and activities
	2.4	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)	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)	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)	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 reflects these values)
Academic Citizenship	3.1	The superintendent or assistant superintendent does not conduct observations of fiscal or instructional climates and does not use strategies to provide increased feedback	The superintendent or assistant superintendent rarely conducts observations of fiscal or instructional climates and does not use strategies to provide increased feedback	The superintendent or assistant superintendent occasionally conducts observations of fiscal or instructional climates and uses strategies to provide increased feedback and support to other district and community	The superintendent or assistant superintendent consistently conducts observations of fiscal or instructional climates and uses strategies to provide increased feedback and support to other district and community members

		and support to other district and community members	and support to other district and community members	members	
	3.2	Superintendent or assistant superintendent does not review and reflect on improving his/her practice	Superintendent or assistant superintendent rarely reviews and reflects on improving his/her practice	Superintendent or assistant superintendent occasionally reviews and reflects on improving his/her practice	Superintendent or assistant superintendent consistently reviews and reflects on improving his/her practice
	3.3	Superintendent or assistant superintendent does not use effective strategies to reflect on his/her own performance and the progress of the district	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 occasionally uses effective strategies to reflect on his/her own performance and the progress of the district	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
	3.4	Superintendent or assistant superintendent does not demonstrate leadership qualities to enhance the profession	Superintendent or assistant superintendent rarely supervises or mentors new, current, or interim building or district level administrators	Superintendent or assistant superintendent occasionally displays the professional responsibilities of mentoring new, current, or interim building or district level administrators	Superintendent or assistant superintendent exemplifies professional responsibilities by working with new, current, or interim building or district level administrators and pursues other leadership opportunities to enhance the profession
	3.5	Superintendent or assistant superintendent seldom demonstrates professional responsibilities	Superintendent or assistant superintendent occasionally demonstrates professional responsibilities	Superintendent or assistant superintendent often demonstrates professional responsibilities	Superintendent or assistant superintendent always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Never uses data to address academic progress	Rarely uses data to address academic progress	Sometimes uses data to address academic progress	Regularly uses data to address academic progress

Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment.	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment.	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment.	When students reflect on their skills and abilities, most students and/or parents/guardian report a high level of preparation for the next level of education or employment and on track to reach their college and career goals.

Student Assistance Coordinator Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	District wide goals are not known	District wide goals are known but not addressed or instructional resources are not aligned with the goals	District wide goals are known and instructional resources align with the goal	District wide goals are known, attainable and accessible. Instructional resources align with the goal
	1.2	Potential barriers are not considered during the planning of the interaction or the design of the learning environment	Potential barriers are considered but the building administrator is not applying that knowledge to the interaction	Potential barriers are considered and the building administrator applies that knowledge to the learning environment	Potential barriers related to the resources, information, and learning environment are identified and addressed in the design of the interaction and the learning environment
	1.3	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
	1.4	The students and/or parents are not engaged	The students and/or parents are engaged in relevant learning opportunities	The students and/or parents are engaged in relevant and meaningful learning opportunities	The students and/or parents are engaged in authentic, relevant, and meaningful learning opportunities
	1.5	The students do not demonstrate and articulate appropriate choices	The students rarely demonstrate and articulate appropriate choices	The students occasionally demonstrate and articulate appropriate choices	The students consistently demonstrate and articulate appropriate choices
PBIS	2.1	PBIS learning environment expectations are not evident	PBIS learning environment expectations are not evident (e.g., known) and are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., known), but are not referred to during instruction and/or behavior redirection	PBIS learning environment expectations are evident (e.g., known) and are referred to during instruction and/or behavior redirection
	2.2	Trust and responsibility between the coordinator and students is not evident within the learning environment	Few students demonstrate a positive association with the coordinator and learning environment and a commitment to the learning environment	Many students demonstrate positive association with the coordinator and learning environment and a commitment to the learning environment	Students demonstrate a positive association with the coordinator and learning environment, demonstrate a commitment to the learning environment, and interactions between the student and the coordinator model

					collaborative relationships
	2.3	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 expectations, and activities
	2.4	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 coordinator do not reflect these values)	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 coordinator loosely reflect these values)	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 coordinator loosely reflect these values)	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 coordinator reflects these values)
Academic Citizenship	3.1	The coordinator does not discuss information and resources with structured facilitated groups	The coordinator does not regularly discuss information with structured facilitated groups	The coordinator uses regular dedicated time to meet, collaborate, and discuss resources and information with structured facilitated groups	In addition to structured facilitated groups , the coordinator observes learning environments and provide feedback and support to other educators
	3.2	The coordinator is not developing a capacity to support his/her own practice in UDL and PBIS	The coordinator rarely pursues professional development to support his/her own practice in UDL and PBIS	The coordinator regularly pursues professional development to support his/her own practice in UDL and PBIS	The coordinator consistently reviews and reflects on improving his/her practice in UDL and PBIS through professional development and self-reflection
	3.3	The coordinator 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 coordinator to reflect on his/her own performance and the progress of the school	The coordinator actively uses effective strategies to reflect on his/her own performance and the progress of the school	The coordinator demonstrate evidence of regularly reflecting on his/her own performance and the progress of the school through the use of formative and summative data

	3.4	The coordinator does not demonstrate leadership qualities to enhance the profession	The coordinator rarely works with pre-service candidates and/or current educators	The coordinator regularly displays professional responsibilities by working with pre-service candidates and/or current educators	The coordinator exemplifies professional responsibilities by working with pre-service candidates and pursuing other leadership opportunities to enhance the profession
	3.5	The coordinator seldom demonstrates professional responsibilities	The coordinator occasionally demonstrates professional responsibilities	The coordinator often demonstrates professional responsibilities	The coordinator always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Never use data to address academic progress	Rarely use data to address academic progress	Sometimes use data to address academic progress	Regularly use data to address academic progress
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner
	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment

Technology Director Success Rubric

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
UDL	1.1	District wide vision, mission, and core beliefs are not known	District wide vision, mission, and core beliefs are known but resources are not used to support them	District wide vision, mission, and core beliefs are known but only a few resources are used to support them	District wide vision, mission, and core beliefs are known and resources are used to support them
	1.2	Potential barriers related to the policies, structures, and systems are not identified or addressed	Potential barriers related to the policies, structures, and systems are identified but not addressed	Potential barriers related to the policies, structures, and systems are identified but are minimally addressed	Potential barriers related to the policies, structures, and systems are identified and addressed
	1.3	Data and information are not presented in multiple ways	Data and information are seldom presented in multiple ways	Data and information are sometimes presented in multiple ways	Data and information are presented in multiple ways
	1.4	Data, information, and policy recommendations are not shared with the district and community members (e.g., board members & administrators) in ways that the audience connects to it	Data, information, and policy recommendations are seldom shared with the district and community members (e.g., board members & administrators) in ways that the audience connects to it	Data, information, and policy recommendations are sometimes shared with the district and community members (e.g., board members & administrators) in ways that the audience connects to it	Data, information, and policy recommendations are shared with the district and community members (e.g., board members & administrators) in ways that the audience connects to it
	1.5	The district and community members are not provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are seldom provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are occasionally provided multiple opportunities to offer feedback on policies, structures, and systems	The district and community members are provided multiple opportunities to offer feedback on policies, structures, and systems
PBIS	2.1	Culture of respect, fairness, and trust are not referred to during interactions with district and community members	Culture of respect, fairness and trust are rarely referred to during interactions with district and community members	Culture of respect, fairness, and trust are occasionally referred to during interactions with district and community members	Culture of respect, fairness, and trust are referred to during interactions with district and community members

	2.2	The district and community members are not provided opportunities to demonstrate a positive and collaborative interactions with the Director of Technology	The district and community members are rarely provided opportunities to demonstrate a positive and collaborative interactions with the Director of Technology	The district and community members are occasionally provided opportunities to demonstrate a positive and collaborative interactions with the Director of Technology	The district and community members are provided opportunities to demonstrate a positive and collaborative interactions with the Director of Technology
	2.3	Behavior demonstrated by the Director of Technology does not lead district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the Director of Technology rarely leads district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the Director of Technology occasionally leads district and community members to be empowered to help set school expectations, policies, and activities	Behavior demonstrated by the Director of Technology leads district and community members to be empowered to help set school expectations, policies, and activities
	2.4	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 Director of Technology do not reflect these values)	Few cultural perspectives and experiences are valued and ethnically diverse district and 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 Director of Technology reflect these values)	Some cultural perspectives and experiences are valued and ethnically diverse district and 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 Director of Technology occasionally reflect these values)	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 Director of Technology consistently reflect these values)
Academic Citizenship	3.1	The Director of Technology does not conduct observations of fiscal or instructional climates and does not use strategies to provide increased feedback and support to other district	The Director of Technology rarely conducts observations of fiscal or instructional climates and uses few strategies to provide increased feedback and support to other district	The Director of Technology occasionally conducts observations of fiscal or instructional climates and occasionally uses strategies to provide increased feedback and support to other district and	The Director of Technology consistently conducts observations of fiscal or instructional climates and consistently uses strategies to provide increased feedback and support to other district and community members

		and community members	and community members	community members	
	3.2	The Director of Technology does not review and reflect on improving his/her practice	The Director of Technology rarely reviews and reflects on improving his/her practice	The Director of Technology occasionally reviews and reflects on improving his/her practice	The Director of Technology consistently reviews and reflects on improving his/her practice
	3.3	The Director of Technology does not use effective strategies to reflect on his/her own performance and the progress of the district	Effective strategies are rarely used to allow the Director of Technology to reflect on his/her own performance and the progress of the district	The Director of Technology occasionally uses effective strategies to reflect on his/her own performance and the progress of the district	The Director of Technology demonstrates evidence of consistently reflecting on his/her own performance and the progress of the district through the use of formative and summative data
	3.4	The Director of Technology does not demonstrate leadership qualities to enhance the profession	The Director of Technology rarely supervises or mentors new, current, or interim building or district level administrators	The Director of Technology occasionally displays the professional responsibilities of mentoring new, current, or interim building or district level administrators	The Director of Technology exemplifies professional responsibilities by working with current, new, or interim building or district level administrators and pursues other leadership opportunities to enhance the profession
	3.5	The Director of Technology seldom demonstrates professional responsibilities	The Director of Technology occasionally demonstrates professional responsibilities	The Director of Technology often demonstrates professional responsibilities	The Director of Technology always demonstrates professional responsibilities
Academic Success	4.1	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)	Few students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Many students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)	Most students demonstrate proficient knowledge and skills as defined by the state or district content standards (i.e., mastery of the standards)
	4.2	Never use data to address academic progress	Rarely use data to address academic progress	Sometimes use data to address academic progress	Regularly use data to address academic progress
Learning Outcomes	4.3	Students do not demonstrate the characteristics of an expert learner	Few students consistently demonstrate the characteristics of an expert learner	Many students students consistently demonstrate the characteristics of an expert learner	Most students consistently demonstrate the characteristics of an expert learner

	4.4	When students reflect on their skills and abilities, they report feeling poorly prepared for the next level of education or employment	When students reflect on their skills and abilities, few students feel that their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, many students feel their class experience prepared them well for their next steps in education or employment	When students reflect on their skills and abilities, most students feel their class experience prepared them well for their next steps in education or employment
--	-----	--	---	---	---

Athletic Varsity Coach Success Rubric

2022-2023 Coach Success Rubric

Evaluatee Last Name		Evaluatee First Name		Evaluator Name			
Building		Assignment					
		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)	Score	Comments:
UDL (Universal Design for Learning)	30%	Rarely meets all: All student-athletes receive the support they need both academically and athletically to be successful (e.g. IEPs, 504s, iGrad, advisory, etc.) Coach incorporates flexible and adaptive strategies during the course of a practice or competition. Through coaching, student-athletes consistently contribute to self-development through appropriate decision-making.	Seldom meets all: All student-athletes receive the support they need both academically and athletically to be successful (e.g. IEPs, 504s, iGrad, advisory, etc.) Coach incorporates flexible and adaptive strategies during the course of a practice or competition. Through coaching, student-athletes consistently contribute to self-development through appropriate decision-making.	Often meets all: All student-athletes receive the support they need both academically and athletically to be successful (e.g. IEPs, 504s, iGrad, advisory, etc.) Coach incorporates flexible and adaptive strategies during the course of a practice or competition. Through coaching, student-athletes consistently contribute to self-development through appropriate decision-making.	Consistently meets all: All student-athletes receive the support they need both academically and athletically to be successful (e.g. IEPs, 504s, iGrad, advisory, etc.) Coach incorporates flexible and adaptive strategies during the course of a practice or competition. Through coaching, student-athletes consistently contribute to self-development through appropriate decision-making.		
Team Culture/PBIS	30%	Student-athletes report not feeling respected, cared about, and well known by the coach.	Few student-athletes report feeling respected, cared about, and well known by the coach.	Most student-athletes report feeling respected, cared about, and well known by the coach.	All student-athletes report feeling respected, cared about, and well known by the coach.		

	2.2	The environment decreases the demonstration of responsible behavior from student-athletes and behavior management is done without a tone of decency and trust.	The environment limits the demonstration of responsible behavior from student-athletes and behavior management is done without a tone of decency and trust.	The environment encourages and supports the demonstration of responsible behavior from student-athletes and the behavior management is done with some decency and trust.	The environment encourages and supports the demonstration of responsible behavior from student-athletes and behavior management is done with a tone of decency and trust.	
	2.3	Cultural perspectives and experiences are not valued and ethnically diverse athletes do not feel respected and welcomed (e.g., athletes are not comfortable within the environment, they are not active members of the school and the language and actions used by the coach do not reflect these values.)	Few cultural perspectives and experiences are valued and few ethnically diverse athletes feel respected and welcomed (e.g., few athletes are comfortable within the environment, few are active members of the school and the language and actions used by the coach loosely reflect these values.)	Some cultural perspectives and experiences are valued and some ethnically diverse athletes feel respected and welcomed (e.g., some athletes are comfortable within the environment, some are active members of the school and the language and actions used by the coach loosely reflect these values.)	Multiple cultural perspectives and experiences are valued and ethnically diverse athletes feel respected and welcomed (e.g., athletes are comfortable within the environment, are active members of the school and the language and actions used by the coach reflect these values.)	
Professionalism 40%	3.1	Rarely: Follows all IHSAA, National Federation rules and regulations. Conducts oneself in an ethical and sportsmanlike manner at all times. Communicates effectively with parents and media. Demonstrates effective organizational skills to	Seldom: Follows all IHSAA, National Federation rules and regulations. Conducts oneself in an ethical and sportsmanlike manner at all times. Communicates effectively with parents and media. Demonstrates effective organizational skills to facilitate smooth operations of the team.	Often; Follows all IHSAA, National Federation rules and regulations. Conducts oneself in an ethical and sportsmanlike manner at all times. Communicates effectively with parents and media. Effective organizational skills to facilitate smooth	Consistently: Follows all IHSAA, National Federation rules and regulations. Conducts oneself in an ethical and sportsmanlike manner at all times. Communicates effectively with parents and media. Demonstrates effective organizational skills to	

		facilitate smooth operations of the team. Provides supervision of locker room, bus, student pick up, etc.	Provides supervision of locker room, bus, student pick up, etc.	operations of the team Supervision of locker room, bus, student pick up etc.	facilitate smooth operations of the team. Provides supervision of locker room, bus, student pick up, etc.		
	3.2	Professional responsibilities: attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are rarely demonstrated.	Professional responsibilities: attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are seldom demonstrated.	Professional responsibilities: attendance, punctuality, teamwork, quality and quantity of work, and tact in difficult situations are often demonstrated.	Professional responsibilities: attendance, punctuality, confidentiality, teamwork, quality and quantity of work, and tact in difficult situations are consistently demonstrated.		
						Total Score	0
Goals for next year (ALT Enter for next line):							
					Category	Range	
					Ineffective	1-1.75	
					Needs Improvement	1.76-2.5	
					Effective	2.51-3.25	
					Highly Effective	3.26-4	

Appendix B

Teacher Evaluation Score Sheet

Appendix C

Professional Support Action Plan

The Professional Support Action Plan is available, at the discretion of the administrator, for all teachers who could benefit from assistance in the performance of their duties. The program is comprised of two levels: Professional Support Action Plan and Intensive Professional Support Action Plan located in Appendix B.

A. Professional Support Action Plan:

- An initial discussion of the issue/concern will take place between the teacher and the administrator. The teacher will be informed that he/she may invite a CEA representative to attend the meeting.
- Identification of the problem will be shared with the teacher.
- A plan of action will be developed to address/remedy the situation which will include a timeline for review of up to ninety (90) school days.
- Upon review of progress towards correcting the situation, the administrator will make the following recommendations:
 - The situation is resolved and the teacher is removed from the Professional Support Action Plan, or
 - The situation is not resolved and the teacher will be moved to the Intensive Professional Support Action Plan.
- If progress has been made and a teacher is removed from the plan, and the concern returns later, the teacher should be placed back on the Professional Support Action Plan before being moved to the Intensive Professional Support Action Plan.

B. Intensive Professional Support Action Plan:

- A meeting will be set to review the Intensive Professional Support Action Plan. The teacher will be informed that he/she may invite a CEA representative to attend the meeting.
- An intensive plan of action will be developed including what must be accomplished by the teacher.
- Intensive assistance provided to the teacher will be identified including a timeline for successful improvement and a review of up to ninety (90) school days.
- Upon review of progress towards correcting the situation, the administrator will make the following recommendation:
 - The situation is resolved and the teacher is removed from the Intensive Professional Support Action Plan, or
 - The situation is not resolved and any next steps in the process will be outlined with the Assistant Superintendent for Human Resources.
- Any time a teacher is placed on an Action Plan, whether Support or Intensive, a copy should be sent, along with the notes, to the Assistant Superintendent for Human Resources for placement in the teacher's personnel file.

A plan of action has been developed and dates to review the effectiveness of the plan have been established.

Date: _____

Teacher Signature: _____

Evaluator Signature: _____

Association Representative Signature: _____

(If teacher is a member of the Association)

Notes: (attached)

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.

Date: _____ Administrator: _____ Teacher: _____

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

Date: _____ Administrator: _____ Teacher: _____

Notes: (attached)

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.

Date: _____ Administrator: _____ Teacher: _____

_____ 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 of Human Resources.

Date: _____ Administrator: _____ Teacher: _____

Appendix D

Artifacts

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, workshops, 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, ILEARN, ECAs, SAT, AP, NWEA, grades, project rubrics, presentation and writing rubrics, IC Team-related outcomes, student work examples)

*This list is a guideline. Additional and digital resources 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)
- 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 (i.e. classroom management plan, syllabus, classroom rules, and recommendations)
- Evidence or rapport with students (i.e. 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 (i.e. mentoring student teachers, participation on district, school, community, and/or professional committees/organizations, community projects)
- Research to practice (i.e. professional reading, journals)
- Team/Grade level participation (i.e. group planning notes, professional learning communities, ICT team participation, notes from post-observation conference)
- Parent communication (i.e. notes, letters, phone calls, surveys, forms, etc.)
- Attendance or work from coursework, conferences, workshop, presentations, and/or meetings
- Professional responsibilities (i.e. 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 encouraged in developing artifacts.

BCSC Athletic Directors Evaluation Possible List of Artifacts*

- 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 (i.e. demonstrating student-athlete guidance)

- II. **PBIS (15%)**
 - Practice/Presentation/Conference Plans with evidence of PBIS, including:
 - 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 (i.e. student letters, parent letters, 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 (i.e. supervising assistant coaches, participation on district, school, community, and/or professional committees/organizations, community projects)
 - Research to practice (i.e. professional reading, journals)
 - Athletic Department participation (i.e. supporting athletic teams other than yours demonstrated through attendance)
 - Parent communication (i.e. notes, letters, phone calls, surveys, forms, etc.)
 - Student-athlete communication (i.e. notes, letters, etc.)
 - Attendance or work from conferences, workshops, presentations, and/or meetings
 - Professional responsibilities (i.e. communication with parents, attendance, punctuality, confidentiality, accurate record keeping)

- IV. **Academic Success/Learner Outcomes/Post Class (25%)**
 - School data for student-athletes (i.e. attendance, GPAs, graduation rates, post-secondary placement, post-secondary employment placement)

*This list is a guideline. Additional resources encouraged in developing artifacts.

Appendix E

Terms

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 barriers have been reduced.

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 remembering, 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](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 remembering, 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 remembering, 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, ILEARN, ECAs, SAT, AP, and NWEA.

Terms for Administrator Rubric

Rigorous: the depth of learning and teaching. The more rigorous, the higher you move through Bloom's Taxonomy (from remembering, 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.

Appendix F

BCSC Evaluation Process

The BCSC Evaluation Process

