School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Scope of Work	Scopes of work include all of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include most of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.	Scopes of work include little of the following: • measurable and explicit goals; • services, activities, materials, assessments, etc. aligned to school improvement goals; • appropriate scope and sequence based on the needs of the school and/or students; • evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and • evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.
Analysis of Work Products	• School and/or student data are regularly used to create work products. • Work products are regularly analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are often used to create work products. • Work products are sometimes analyzed and revised based on changing needs of school, student, and/or stakeholders.	• School and/or student data are not used to create work products. • Work products are not analyzed and revised based on changing needs of school, student, and/or stakeholders.
Evaluation of Services and/or Program	• Educator conducts an annual comprehensive evaluation of the services/programs delivered throughout the year. • Educator routinely collaborates with stakeholders to evaluate and improve services and programs.	• Educator conducts a basic annual evaluation of the services/programs delivered throughout the year. • Educator sometimes collaborates with stakeholders to evaluate and improve services and programs.	• Educator does not conduct an annual evaluation of the services/programs delivered throughout the year. • Educator seldom collaborates with stakeholders to evaluate and improve services and programs.

School Services Personnel Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• Educator always sets high expectations for every student. • Educator always creates opportunities where all students/stakeholders can successfully participate. • Most students/stakeholders take initiative to benefit from the service delivery plan. • Educator always optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	• Educator usually sets high expectations for every student. • Educator often creates opportunities where all students/stakeholders can successfully participate. • Some students/stakeholders take initiative to benefit from the service delivery plan. • Educator usually optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.	• Educator rarely sets high expectations for every student. • Educator rarely creates opportunities where all students/stakeholders can successfully participate. • Few students/stakeholders take initiative to benefit from the service delivery plan. • Educator rarely optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Educator and students establish clear rules for behavior. • The educator uses a variety of effective techniques to maintain appropriate student behavior.	• Students are mostly well-behaved and on task, although some minor distractions may occur. • Educator establishes clear rules for behavior. • The educator uses some techniques to maintain appropriate student behavior.	• Students are not well-behaved and on task. • Educator establishes few rules for behavior. • The educator uses few techniques to maintain appropriate student behavior.
Environment	The workspace: • welcomes all members and guests, • is organized and understandable to all students/stakeholders, • provides supplies, equipment, and resources that are easily and readily accessible, and • is arranged to promote individual and group participation.	The workspace: • welcomes most members and guests, • is organized and understandable to most students/stakeholders, • provides supplies, equipment, and resources that are accessible, and • is arranged to promote individual and group participation.	The workspace: • is somewhat cold and uninviting, • is not well organized and understandable to students/stakeholders, • has supplies, equipment, and resources that are difficult to access, and • is not arranged to promote individual and group participation.
Respectful Culture	• Educator-student/stakeholder interactions demonstrate caring and respect for one another. • Students/stakeholders exhibit caring and respect for one another. • Educator seeks out and is receptive to the interests and opinions of all students/stakeholders.	• Educator-student/stakeholder interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. • Students/stakeholders exhibit respect for the educator and are generally polite to each other. • Educator is sometimes receptive to the interests and opinions of students/stakeholders.	• Educator-student/stakeholder interactions are sometimes authoritarian, negative, or inappropriate. • Students/stakeholders exhibit disrespect for the educator. • Educator is not receptive to interests and opinions of students/stakeholders.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• Professional objectives and state standards are regularly explicitly included in delivery plan. • Objectives are regularly aligned and logically sequenced to the service delivery plan. • Expectations for student outcomes are always clear. • There is evidence that nearly all stakeholders understand the objective(s) of the delivery plan.	• Professional objectives and state standards are usually explicitly included in delivery plan. • Objectives are mostly aligned and logically sequenced to the service delivery plan. • Expectations for student outcomes are usually clear. • There is evidence that most stakeholders understand the objective(s) of the delivery plan.	• Professional objectives and state standards are seldom explicitly included in delivery plan. • Objectives are inconsistently aligned and/or illogically sequenced to the service delivery plan. • Expectations for student outcomes are not clear. • There is evidence that few stakeholders understand the objective(s) of the delivery plan.
Motivating Students	• The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. • The educator consistently reinforces and rewards effort.	• The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. • The educator sometimes reinforces and rewards effort.	• The educator rarely organizes services so that they are personally meaningful and relevant to stakeholders. • The educator does not reinforce and reward effort.
Delivery of Professional Services	Services always include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • no irrelevant, confusing, or non-essential information.	Services most of the time include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • no irrelevant, confusing, or non-essential information.	Services rarely include: • modeling by the educator to demonstrate his or her performance expectations, • logical sequencing and segmenting, • all essential information, and • relevant, coherent, or essential information.
Service Structure and Pacing	• All services are appropriately responsive. • Pacing provides many opportunities for individual stakeholder needs. • Routines for materials and/or information are seamless.	• Most services are appropriately responsive. • Pacing provides some opportunities for individual stakeholder needs. • Routines for materials and/or information are efficient.	• Few services are appropriately responsive. • Pacing provides few opportunities for individual stakeholder needs. • Routines for materials and/or information are inefficient.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials do most of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.	Activities and materials do several of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.	Activities and materials do few of the following <u>as appropriate</u>: • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.
Communication	• Educator communications are consistently varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are consistently purposeful and coherent. • Communications methods often lead to further inquiry and self-directed learning.	• Educator communications are often varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are usually purposeful and coherent. • Communications methods sometimes lead to further inquiry and self-directed learning.	• Educator communications are inconsistently varied and high quality, not providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are rarely purposeful and coherent. • Communications methods seldom lead to further inquiry and self-directed learning.
Consultation	• Consultation is consistently focused, frequent, and high quality. • Consultation is always appropriate to meet student/stakeholder needs. • Feedback is regularly used to monitor and adjust programs and services.	• Consultation is mostly focused, frequent, and high quality. • Consultation is usually appropriate to meet student/stakeholder needs. • Feedback is often used to monitor and adjust programs and services.	• Consultation is not consistently focused, frequent, or high quality. • Consultation is inappropriate to meet student/stakeholder needs. • Feedback is rarely used to monitor and adjust programs and services.
Developing Educational Plans for Students	• Educator regularly contributes to short- and long-term plans for individual students. • Educator regularly analyzes data to make recommendations for students' educational plan. • Educator regularly consults with stakeholders to assist in development and refinement of students' educational plans.	• Educator sometimes contributes to short- and long-term plans for individual students. • Educator sometimes analyzes data to make recommendations for students' educational plan. • Educator sometimes consults with stakeholders to assist in development and refinement of students' educational plans.	• Educator seldom contributes to short- and long-term plans for individual students. • Educator seldom analyzes data to make recommendations for students' educational plan. • Educator seldom consults with stakeholders to assist in development and refinement of students' educational plans.

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge	• Educator displays extensive content knowledge of all the programs/services he or she delivers. • Educator regularly implements a variety of professional strategies to enhance program/service delivery.	• Educator displays accurate content knowledge of all the programs/services he or she delivers. • Educator often implements a variety of professional strategies to enhance program/service delivery.	• Educator displays limited content knowledge of all the programs/services he or she delivers. • Educator rarely implements a variety of professional strategies to enhance program/service delivery.
Knowledge of Students	• Educator practices display a strong understanding of each student's individual needs. • Educator practices regularly incorporate student interests and cultural heritage.	• Educator practices display some understanding of each student's individual needs. • Educator practices sometimes incorporate student interests and cultural heritage.	• Educator practices display limited understanding of each student's individual needs. • Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services	• The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services. • Educator regularly utilizes school and/or student data to inform the organization of services. • Educator regularly uses self-reflection and evaluation to refine organization of services.	• The educator usually provides a thoroughly developed, defined, and comprehensive scope of services. • Educator usually utilizes school and/or student data to inform the organization of services. • Educator usually uses self-reflection and evaluation to refine organization of services.	• The educator rarely provides a thoroughly developed, defined, and comprehensive scope of services. • Educator rarely utilizes school and/or student data to inform the organization of services. • Educator rarely uses self-reflection and evaluation to refine organization of services.
Problem-Solving	The educator regularly implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator usually implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.	The educator seldom implements activities that positively impact school data, including the following (as applicable): • discipline referrals, • attendance, • student achievement, • graduation rate, • promotion rate, • school climate, • course enrollment patterns, and • CTE on-time completers.

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning	• Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth	• Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric	• Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do no match the expectations of the rubric or assessment of the evaluator

Use of Data	• Systematically and consistently utilizes formative and summative school and individual student achievement data to:
	  ○ Analyze the strengths and weaknesses of all his/her students,
	  ○ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students
	  ○ Plan future instructional units based on the analysis of his/her students' work
	  ○ Reflect on use of instructional strategies that led or impeded student learning
		• Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement
		• Analyzes student work to guide planning of instructional units
			• Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement

School and Community Involvement	• Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture	• Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment	• Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Leadership	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities	Contributes to the school community by assisting others, including at least two of the following: • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences	Inconsistently contributes to the school community by assisting and/or mentoring others