

School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. The educator consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. The educator sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> 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 	<p>Services always include:</p> <ul style="list-style-type: none"> 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. 	<p>Services most of the time include:</p> <ul style="list-style-type: none"> 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. 	<p>Services rarely include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> All services are appropriately responsive. Pacing provides many opportunities for individual stakeholder needs. Routines for materials and/or information are seamless. 	<ul style="list-style-type: none"> Most services are appropriately responsive. Pacing provides some opportunities for individual stakeholder needs. Routines for materials and/or information are efficient. 	<ul style="list-style-type: none"> Few services are appropriately responsive. Pacing provides few opportunities for individual stakeholder needs. Routines for materials and/or information are inefficient.

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Activities and Materials 	<p>Activities and materials do most of the following <u>as appropriate</u>:</p> <ul style="list-style-type: none"> 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. 	<p>Activities and materials do several of the following <u>as appropriate</u>:</p> <ul style="list-style-type: none"> 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. 	<p>Activities and materials do few of the following <u>as appropriate</u>:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Educator practices display a strong understanding of each student's individual needs. Educator practices regularly incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display some understanding of each student's individual needs. Educator practices sometimes incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display limited understanding of each student's individual needs. Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>The educator regularly implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator usually implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator seldom implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers.

School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Scope of Work 	<p>Scopes of work include all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Scopes of work include most of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Scopes of work include little of the following:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>The workspace:</p> <ul style="list-style-type: none"> 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. 	<p>The workspace:</p> <ul style="list-style-type: none"> 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. 	<p>The workspace:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.