

Staff Rubric (to assist with Professional Development Plan in October, February and May)

	1	2	3	4
Competency Using Blackboard- Audio/Visual	Utilizes less than two features of BlackBoard during meeting.	Utilizes at least two features of BlackBoard during meeting. Relies on auditory or visual information	Utilizes at least three features of BlackBoard during meeting. Often uses auditory and visual information for students	Utilizes more than three features of Blackboard during a meeting. Often uses auditory and visual information for students, customizing to the needs of the individual student(s)
Student Communication within "lesson"	Tracks less than 70% vocal and typed communications from students during meeting. Engages a minimum of 70% of the students	Tracks over 70% vocal and typed communications from students during meeting. Engages a minimum of 70% of the students	Tracks over 80% vocal and typed communications from students during meeting. Engages a minimum of 80% of the students	Tracks 100% vocal and type communications from students during meeting. Engages 100% of students
Evidence of student centered/individual learning within lesson	Discussion does not relate to student interests	Discussion relate to student needs and interests less than 75% of time, no attention to skill building (academic and other). Discussions are not modified based on the levels of the student (s)	Discussions relate to student needs and interests 75-90% of students, advisor interweaves necessary skills (academic and other) with individual content as needed. Discussions are modified based on the levels of the student (s)	Discussions relate to student needs and interests at least 90% of students , advisor interweaves necessary skills (academic and other) with individual content as needed. Discussions are modified based on the levels of the student (s)
Time management	Starts late and ends late (either by over 5 minutes). Interferes with other meetings	Starts meeting late and goes over time 5 minutes. Interferes with other meetings.	Starts meeting on time but goes over time less than 5 minutes does not interfere with other meetings.	Starts and ends meeting on time to not interfere with other students.
School Culture	Does not recognize either peer to peer contributions or activities occurring school wide	Recognizes peer to peer contributions or discussion include activities occurring school wide	Recognizes Peer to Peer contributions, and discussions include activities that are occurring school wide	Provides encouragement to engage in peer to peer activities and school wide activity participation
Content Knowledge	Provides little assistance with research process	Assists with research, little concern to credibility of resources	Assists students in finding credible resources to support project – includes community experts	Assists students in finding credible resources to support project – includes community experts on a school wide level

Ability to advise/coach	Does not let students set their own goals, does not help students or assist with finding resources	Helps students set goals, tells students what projects to do, does not assist students find resources.	Helps students set goals, helps students with brainstorming ideas, helps students find resources	Helps students set goals, helps students with brainstorming ideas, helps students find resources Helps students become self-sufficient
Evaluation	Gives credit not linked to product evidence	Links credit to evidence and state standards	Links credit to evidence and state standards with a focus on project quality	Links credit to evidence and state standards with a focus on increasing rigor and project quality and feedback for future improvements
Project Proposals	Advisor will assist in editing and revising few student created project proposals	Advisor will assist in editing and revising some student created project proposals	Advisor will assist in editing and revising the majority of student created project proposals, with a focus on unique projects that excite and interest the student while aligning with state standards	Advisor will assist in reviewing and revising all student created project proposals while supporting students to be self-sufficient in creating unique projects that aligns with the state standards and connect to the community
MEASURED ON FEB SURVEY				
Learning Environment	50% or fewer of all student responses are agree or strongly agree on the learning environment section of the student survey	56-79% of all student responses are agree or strongly agree on the learning environment section of the student survey	80-90% of all student responses are agree or strongly agree on the learning environment section of the student survey	90% or more of all student responses are agree or strongly agree on the learning environment section of the student survey
Student Learning Goals	50% or fewer of all student responses are agree or strongly agree on the student learning goals section of the student survey	56-79% of all student responses are agree or strongly agree on the student learning goals section of the student survey	80-90% of all student responses are agree or strongly agree on the student learning goals section of the student survey	90% or more of all student responses are agree or strongly agree on the student learning goals section of the student survey

Relationship building skills	When given a student survey, less that 50% or fewer of the students feel their advisor-student relationship is good	When given a student survey, 56-79% of the students feel their advisor-student relationship is good	When given a student survey, 80-90% of the students feel their advisor-student relationship is good	When given a student survey, 90% or more of the students feel their advisor-student relationship is good
END OF YEAR ADDITIONAL MEASURES				
Student Achievement	<u>25% Students earn 10 credits per year</u>	<u>50% Students earn 10 credits per year</u>	<u>75% Students earn 10 credits per year</u>	<u>100% Students earn 10 credits per year</u>
Parent Communication	Contacts parents less than 1 time every other week	Contacts parents 1 time every other week	has a good rapport with them. Contacts parents less than 1 time every week, 3 conferences per year	Contacts parents 1 time every week

<p>Organization</p>	<p>Has attempted to get transcripts done two times prior to mid January and an additional two times prior to end of June, succeeded in sending out one transcript, no individual academic plans done for each student in conjunction with transcripts and does not schedule parent/staff meetings when necessary for academic planning</p>	<p>Has attempted to get transcripts done two times prior to mid January and an additional two times prior to end of June, succeeded in sending out two transcripts, individual academic plans done for each student in conjunction with transcripts and does schedule some parent/staff meetings when necessary for academic planning</p>	<p>Finished transcripts two times prior to mid January and an additional two times prior to end of June, succeeded in sending out three transcripts, individual academic plans done for each student in conjunction with transcripts and schedules parent/staff meetings when necessary for academic planning</p>	<p>Has transcripts done two times prior to mid January and an additional two times prior to end of June, individual academic plans done for each student in conjunction with transcripts and schedules parent/staff meetings when necessary for academic planning. Follows Academic Progress Policy</p>
---------------------	--	---	---	---