YES Prep Public Schools Core Value Competencies: Teacher Rubric

The YES Prep Core Values are a set of five deeply held beliefs that drive the way we operate as members of the YES Prep community. The Core Value Competencies (CVCs) are aligned to each core value and are a set of specific behaviors or traits that successful performers possess. The YES Prep Core Values Competencies: Teacher Rubric exists to clearly establish our standards for teacher behaviors or traits most aligned to our core values.

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Scoring Guidance

Definitions:

- **Competency** – set of specific behaviors or traits that successful performers possess aligned to each core value.
- **Strand** – a bullet point within a core value competency that defines teacher behaviors or traits and serve as evidence within a competency.

CVC Scoring Matrix:

1	1.5	2	2.5	3	3.5*	4*
All strands in 1	At least one strand in 1 and 2	• All strands in 2 • At least one strand in 1 and 3 • At least one strand in 1, 2, and 3	At least one strand in 2 and 3	All strands in 3	All strands in 3 AND at least one strand in the 4 with ***low to medium impact*** on campus, students, and/or families.	All strands in 3 AND at least one strand/cluster in the 4 with ***significant impact*** on campus, students, and/or families.

*Note the one difference in scoring guidance for the CVC compared to the IER is distinguishing between the scores of 3.5 and 4. All other scoring methodology follows the same guidance as the IER.

Create Pathways to Opportunities

We focus on our students and their families first. Their success is our ultimate destination. When we get discouraged, we always find a way. We listen and learn from our students and their families to understand the barriers they face and clear the path to college opportunities. We do this by implementing best practices and by remaining flexible and solutions-oriented in the face of challenges.			
Ineffective (1)	Somewhat Effective (2)	Effective (3)	Highly Effective (4)
The teacher rarely: • **Communicates with families** about students' academic & behavioral progress. • **Responds** to communication from families within 24 hours • Engages in campus-level **student and family programming.** • **Implements interventions** based on students' needs and provides **opportunities to re-learn.** • Remains **flexible and seeks solutions** to increase opportunities for students and families.	The teacher sometimes: • **Communicates with families** about students' academic & behavioral progress. • **Responds** to communication from families within 24 hours • Engages in campus-level **student and family programming.** • **Implements interventions** based on students' needs and provides **opportunities to re-learn.** • Remains **flexible and seeks solutions** to increase opportunities for students and families.	The teacher consistently: • **Communicates with families** about students' academic & behavioral progress. • **Responds** to communication from families within 24 hours • Engages in campus-level **student and family programming.** • **Implements interventions** based on students' needs and provides **opportunities to re-learn.** • Remains **flexible and seeks solutions** to increase opportunities for students and families.	The teacher consistently: • **Proactively** sets up family meetings and/or student support meetings through appropriate avenues. • **Independently** incorporates opportunities to solicit and respond to feedback from students or families that results in improved results. And/or • **Finds ways to expand opportunities for students** in order to increase their outcomes, commitments to school, and/or college and career readiness (i.e. academic or social programming, clubs, athletics, field trips, internship experiences, etc.).

Build Transformative Relationships

We strive to create a community where people are included and can be successful. Our relationships are built in service of our students and their families. We operate with a generosity of spirit. We accept ownership of our actions, and we hold ourselves and each other accountable through direct and forthright conversations.			
Ineffective (1)	Somewhat Effective (2)	Effective (3)	Highly Effective (4)
The teacher rarely: • Maintains a **safe community** for students, families, and staff. • Uses **clear, direct, and positive language** with students, families, and staff. • Maintains positive and appropriate **relationships with students** that increase their success. • Maintains positive and appropriate **relationships with families** to support student success. • **Collaborates with peers** to build productive working relationships around student-centered outcomes. • **Follows through on commitments** made to all stakeholders. • **Celebrates students** for academic and behavioral growth and accomplishments. • **Avoids assumptions and seeks context** when navigating conflict with students, families, and staff.	The teacher sometimes: • Maintains a **safe community** for students, families, and staff. • Uses **clear, direct, and positive language** with students, families, and staff. • Maintains positive and appropriate **relationships with students** that increase their success. • Maintains positive and appropriate **relationships with families** to support student success. • **Collaborates with peers** to build productive working relationships around student-centered outcomes. • **Follows through on commitments** made to all stakeholders. • **Celebrates students** for academic and behavioral growth and accomplishments. • **Avoids assumptions and seeks context** when navigating conflict with students, families, and staff.	The teacher consistently: • Maintains a **safe community** for students, families, and staff. • Uses **clear, direct, and positive language** with students, families, and staff. • Maintains positive and appropriate **relationships with students** that increase their success. • Maintains positive and appropriate **relationships with families** to support student success. • **Collaborates with peers** to build productive working relationships around student-centered outcomes. • **Follows through on commitments** made to all stakeholders. • **Celebrates students** for academic and behavioral growth and accomplishments. • **Avoids assumptions and seeks context** when navigating conflict with students, families, and staff.	The teacher consistently: • Develops **transformational relationships** that increase persistence and success of our most at-risk students. And/or • Provides additional **mentoring** to teachers or students that increases persistence and/or success. And/or • **Independently seeks out opportunities to collaborate** with stakeholders around student-centered outcomes.

Achieve Jaw-Dropping Results

We align our actions with the YES Prep mission of increasing students' access to college. Our time, priorities, and work output reflect this alignment. We use data to make informed decisions with students at the core. We assume responsibility for all individual, team, campus, and system goals and follow through with actions that will lead to these results.			
Ineffective (1)	Somewhat Effective (2)	Effective (3)	Highly Effective (4)
The teacher rarely: • **Demonstrates ownership and responsibility** for their role in students achieving goals. • Ensures accurate and timely **data entry,** including assessment scores and/or grades. • **Uses data to reflect** on the effectiveness of instruction and **adjusts** practice accordingly. • **Analyzes** students' progress towards goals. • **Communicates individual goals** to students and families. • **Updates** students and families **about students' progress towards goals.** • **Creates opportunities to celebrate students** for progress, effort, and achievement.	The teacher sometimes: • **Demonstrates ownership and responsibility** for their role in students achieving goals. • Ensures accurate and timely **data entry,** including assessment scores and/or grades. • **Uses data to reflect** on the effectiveness of instruction and **adjusts** practice accordingly. • **Analyzes** students' progress towards goals. • **Communicates individual goals** to students and families. • **Updates** students and families **about students' progress towards goals.** • **Creates opportunities to celebrate students** for progress, effort, and achievement.	The teacher consistently: • **Demonstrates ownership and responsibility** for their role in students achieving goals. • Ensures accurate and timely **data entry,** including assessment scores and/or grades. • **Uses data to reflect** on the effectiveness of instruction and **adjusts** practice accordingly. • **Analyzes** students' progress towards goals. • **Communicates individual goals** to students and families. • **Updates** students and families **about students' progress towards goals.** • **Creates opportunities to celebrate students** for progress, effort, and achievement.	The teacher consistently: • Impacts progress towards **other campus goals** or student achievement **beyond their own students**. And/or • Demonstrates **significant growth toward and/or achieves course goals**.

Pursue Excellence for All

We believe in the potential of all students, families, and the communities that we serve. We differentiate our actions to meet the needs of all students. We are committed to developing our own understanding of our community.			
Ineffective (1)	Somewhat Effective (2)	Effective (3)	Highly Effective (4)
The teacher rarely: • **Communicates belief** in all students' abilities. • **Maintains a high bar** for what's possible for students academically and behaviorally. • **Provides both proactive and responsive support** for students based on their individual academic and behavioral needs. • **Implements required accommodations and services** to increase access to learning. • Ensures **all students' voices** are heard in class. **Reflects on impact of practice** and adjusts to increase success of all students.	The teacher sometimes: • **Communicates belief** in all students' abilities. • **Maintains a high bar** for what's possible for students academically and behaviorally. • **Provides both proactive and responsive support** for students based on their individual academic and behavioral needs. • **Implements required accommodations and services** to increase access to learning. • Ensures **all students' voices** are heard in class. • **Reflects on impact of practice** and adjusts to increase success of all students.	The teacher consistently: • **Communicates belief** in all students' abilities. • **Maintains a high bar** for what's possible for students academically and behaviorally. • **Provides both proactive and responsive support** for students based on their individual academic and behavioral needs. • **Implements required accommodations and services** to increase access to learning. • Ensures **all students' voices** are heard in class. • **Reflects on impact of practice** and adjusts to increase success of all students.	The teacher consistently: • **Actively advocates for students, families, or staff** in a way that enrolls others and increases access to learning or opportunities. And/or • **Leads or creates opportunities for groups or committees** that reflect the richness of community interests. And/or • **Addresses disparity** in data or practice with direct and forthright conversations.

Grow Authentic Leadership

We grow our authentic leadership to increase opportunity for students. We are vulnerable, self-reflective leaders who commit to professional development by accepting and implementing feedback. We embrace change as an opportunity for improvement.			
Ineffective (1)	Somewhat Effective (2)	Effective (3)	Highly Effective (4)
The teacher rarely: • **Arrives on time and is prepared** for all meetings, duties, and requirements of the role. • **Takes ownership** for actions, development, and performance. • **Receives and implements feedback** from a variety of voices to improve performance. • **Actively engages in professional learning** opportunities. • Holds others accountable or provides feedback through **direct and forthright conversations.**	The teacher sometimes: • **Arrives on time and is prepared** for all meetings, duties, and requirements of the role. • **Takes ownership** for actions, development, and performance. • **Receives and implements feedback** from a variety of voices to improve performance. • **Actively engages in professional learning** opportunities. • Holds others accountable or provides feedback through **direct and forthright conversations.**	The teacher consistently: • **Arrives on time and is prepared** for all meetings, duties, and requirements of the role. • **Takes ownership** for actions, development, and performance. • **Receives and implements feedback** from a variety of voices to improve performance. • **Actively engages in professional learning** opportunities. • Holds others accountable or provides feedback through **direct and forthright conversations.**	The teacher consistently: • **Independently seeks feedback** from a variety of voices to improve performance And/or • **Independently seeks opportunities for development in content or teaching practice** And/or • **Creates or leads opportunities to develop peers.**