Services & Programs Educator Rubric

☐ **Emerging Performance**

An educator at this level **does not meet the expectations** for the indicator.

The educator requires significant development to consistently meet the expectations and will need support to develop patterns of professional growth and reflection.

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A — Design & Delivery

Designs and delivers culturally responsive, engaging, and rigorous services or programs aligned with professional standards.

INDICATOR #1	INDICATOR #2
Designs and delivers services or programs aligned with professional standards and incorporates culturally responsive practices into services or programs.	**Utilizes or provides diverse resources that incorporate students' identities.**
Expectations: ☐ Designs or identifies services or programs aligned with professional standards ☐ Delivers services or programs aligned with professional standards ☐ Incorporates culturally responsive practices into services and programs	**Expectations**: ☐ Select appropriate evidence-based resources aligned to professional standards ☐ Selects resources that explicitly connect to students' identities, abilities, and cultural/linguistic backgrounds

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B — Assessment & Data-Informed Decision Making

Uses assessments to gather baseline data and monitor progress, provide feedback, and guide services or programs, while maintaining an awareness of how bias impacts assessments.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Selects culturally responsive and developmentally-appropriate assessment strategies, tools, and procedures that consider students' identities.	**Conducts assessments and effectively communicates findings to students, families, and staff.**	**Uses data to plan services or programs, set goals, monitor progress, provide feedback, and inform decision-making with students, families, and staff.**
Expectations: ☐ Selects appropriate, evidence-based assessment strategies, tools, and procedures to gather the desired data ☐ Articulates how aspects of students' identities influence the selection of the assessment strategies, tools, and procedures	Expectations: ☐ Conducts developmentally-appropriate assessments using various strategies, tools, and procedures ☐ Compiles and analyzes the data while recognizing the impact of bias on the results ☐ Communicates data collection results	Expectations: ☐ Develops a plan for service or program implementation ☐ Implements and monitors the service or program ☐ Evaluates the effectiveness of the service or program

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C Inclusive & Culturally Responsive Environments
Creates a positive, inclusive space that values diversity and incorporates students, families, and staff's cultural and linguistic backgrounds.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Creates and maintains a predictable, equitable, and culturally inclusive environment that fosters a sense of belonging and significance.	**Uses clear, consistent, proactive strategies and protocols that promote a positive and respectful environment for students, families, and staff.**	**Communicates high expectations for students, families, and staff.**
Expectations: ☐ Creates a physical environment that responds to students' individual, cultural, and developmental needs ☐ Understands how alignment with a student's cultural background is necessary to foster meaningful relationships ☐ Creates a schedule of services that is responsive to student or staff needs ☐ Communicates to all students, families, and staff that they matter	Expectations: ☐ Implements district protocols and professional standards to create a positive environment (e.g., Responsive Classroom, PBIS, Identity Harm Protocol) ☐ Demonstrates awareness of student, family, and staff well-being and responds to needs appropriately	Expectations: ☐ Communicates high expectations for all students, families, and staff with clear and precise language ☐ Provides clear steps to guide all students, families, and staff in meeting those expectations

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D — Professional Collaboration, Communication, & Responsibilities

Communicates with students, families, and staff using culturally responsive practices to enhance student well-being, foster meaningful connections, and promote educational equity.

INDICATOR #1	INDICATOR #2	INDICATOR #3
Engages in reciprocal communication utilizing culturally and linguistically responsive practices with students, families, and staff to foster strong relationships.	**Works collaboratively with staff and community partners through a culturally responsive lens.**	**Implements district policies, state/federal laws, and professional standards related to student rights and educator responsibilities.**
Expectations: ☐ Builds strong relationships with students, families, and staff through a system of reciprocal communication ☐ Communicates regularly with students, families, and staff using culturally responsive practices	**Expectations:** ☐ Develops and sustains professional and collegial relationships for the purpose of student, staff, or district growth ☐ Collaborates with staff using culturally responsive practices ☐ Demonstrates ongoing engagement in Collaborative Action Teams (CAT)	**Expectations:** ☐ Follows district policies, state/federal laws, and professional standards related to student rights ☐ Follows district policies, state/federal laws, and professional standards related to educator responsibilities ☐ Implements practices consistent with current research, practices, and laws in the field

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E	**Professional Growth & Reflective Practice** *Reflects on personal biases, participates in professional learning, and continuously improves practices for educational equity and student, family, and staff success.*

INDICATOR #1	**INDICATOR #2**	**INDICATOR #3**
Increases awareness of one's own cultural lens and biases and how they impact educational equity and practices.	**Reflects on the usage of culturally responsive practices to support students' growth.**	**Participates in professional learning opportunities to support growth as an educator.**
Expectations: ☐ Demonstrates a personal awareness of own bias ☐ Reflects on how biases impacts services or programs ☐ Takes steps to decrease the impact of own bias on services and programs	**Expectations**: ☐ Participates in CAT to determine the most effective culturally responsive practices ☐ Implements culturally responsive practices in services or programs ☐ Builds in time to personally reflect on the impact of culturally responsive practices on students' growth	**Expectations**: ☐ Participates actively in professional development opportunities while adhering to the Stillwater district Professional Learning Agreements ☐ Implements strategies/practices learned in professional development ☐ Reflects on implementation of strategies/practices to improve services or programs