

### Student Services Coordinator Growth Rubric

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

#### Domain I: Planning

**Standard 1:** Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical Education (CTE) programs

#### Examples of Evidence:

- The SSC plans and executes (independently or in collaboration with the center goals) appropriate recruitment and advisement activities
- Examples of documentation include but are not limited to:
  - Documents that advertise or market the activity
  - Documents that identify attendees
  - Evidence of scheduling recruiting classroom visits in the SSC planner or calendar

(Appropriate documentation is defined as current and valid documents that are signed, dated, or date stamped, has letterhead or school captioning, reflect attendee participation, PowerPoint presentations, and videography)

## Student Services Coordinator Growth Rubric

### Indicators

- 1.1. Assists counselors and CTE instructors in middle and high school recruitment efforts including students with disabilities
- 1.2 Schedules and implements annual school tours including any CTE site visits and school visits
- 1.3 Addresses student's interests, skill level and personality in determining best placement in CTE program
- 1.4 Develops and publishes print media
- 1.5 Uses survey instruments to assist and provide opportunities for college and career planning

**Standard 2:** Service planning that meets the diversity of students' backgrounds and all categories as defined by Perkins' special populations (students' prior knowledge, experience and/or cultural background based on data collected)

#### Examples of Evidence:

Examples of documentation include but are not limited to:

- Skill assessments
- Surveys
- District Reports
- Individual Education Plans.
- Contact information
- Individual Career and Academic Plan (iCAP)
- Classroom and shop observation documents

### Indicators

- 2.1 Demonstrates the use of multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students
- 2.2 Identifies students for special population classification based on Perkins definitions
- 2.3 Collaborates with school personnel (CTE instructors and academic personnel) to share and utilize resources in designing and implementing learning experiences that accommodate student identified by Perkins special populations
- 2.4 Selects instructional goals that incorporate high levels of basic skills in academic and program areas to help students be successful. (Examples of documentation include but are not limited to: Student referrals, Progress reports/report card, Contact information, Administrative logs for online tools, District reports, Instructional strategies, Study guides and resource materials, Inventory checklist from SPED teachers)

## Student Services Coordinator Growth Rubric

### Domain II: Assessment

**Standard 3:** Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress

**Examples of Evidence:**

- District Reports
- Instructional plan
- Test and Survey data
- Contact Information
- IEP Information
- Student information

### Indicators

3.1 Works independently and collaboratively with appropriate school personnel to use assessment results to adjust to student needs

3.2 Maintains accurate and complete data records that demonstrate student progress

3.3 Utilizes data to select and implement goals aligned to Common Core State Standards, other current MS standards, frameworks and programs

3.4 Coordinates with academic and CTE instructors to best address data obtained to develop goals and appropriate remediation

3.5 Provides clear and actionable feedback to students and CTE instructors to enable student improvement

### Domain III: Instruction

**Standard 4:** Actively engages students in the learning process

**Examples of Evidence:**

- Observations
- Physical classroom management
- Student Information
- Community Resource Information
- Student Organizations
- Instructional resource
- CCSS implementation

## Student Services Coordinator Growth Rubric

### Indicators

- 4.1 Utilizes a variety of instructional strategies and resources appropriate to students' skill levels
- 4.2 Manages activities that include social-interactive activities, educational games, textbooks, computer-based software and Internet sources that support students' achievement of high-level basic skills
- 4.3 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community lives and experience
- 4.4 Utilizes relevant and timely examples in instruction and activities related to the students' diversity
- 4.5 Utilizes literacy strategies and activities that help students access complex text and analyze, synthesize, and evaluate content related to CTE instructions

### Standard 5: Communicates clearly and effectively

#### Examples of Evidence:

- Samples of written communication
- Observations

### Indicators

- 5.1 Communicates written and oral content, expectations, explanations, directions and procedures clearly and concisely and adapts communication style in response to student behavior
- 5.2 Speaks clearly and at an appropriate pace
- 5.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs
- 5.4 Uses developmentally appropriate language and explanations and adapts communication style as needed

## Student Services Coordinator Growth Rubric

### Domain IV: Learning Environment

**Standard 6:** Creates an environment conducive to learning

**Examples of Evidence:**

- Observation of physical environment
- Classroom management
- Instructional plan
- Contact Information
- Requisition list
- IT Help Desk tickets
- Disclaimer statements for posters, etc.
- Posters and student recognition

#### Indicators

6.1 Organizes and maximizes use of physical space and resources for student learning

6.2 Begins services on time, follows rules and established classroom management procedures

6.3 Establishes expectations and manages student behavior to provide productive learning opportunities for all students

6.4 Demonstrates respect for students and builds relationships that recognize the diversity and achievement of groups and individuals

6.5 Ensures the classroom is a safe place for students to voice their thoughts and opinions

6.6 Displays positive environment in the classroom showing relevance to career goals of students

### Domain V: Professional Responsibilities

**Standard 7:** Engages in continuous professional learning opportunities and applies new information to meet the needs of students

**Examples of Evidence:**

- Observations

#### Indicators

7.1 Proactively seeks out and participates in professional development

7.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures

7.3 Attends trainings and accesses resources in college and career readiness

## Student Services Coordinator Growth Rubric

**Standard 8:** Establishes and maintain effective communication with parents/guardians and community stakeholders

**Examples of Evidence:**

- Progress Reports
- Parent Contact Information
- Media
- Community participation
- Community college contact information
- Career Information activities
- Business and Industry involvement
- Advisory Committee
- Uses information from Choices and Individual Career and Academic Plan (iCAP)

### Indicators

8.1 Provides clear, understandable information to parents/guardians about student progress and activities on a regular basis

8.2 Collaborates with parents/guardians and their students to establish expectations and support

8.3 Engages parents/guardians in CTE program activities

8.4 Collaborates with business and industry to promote college and career readiness

**Standard 9:** Collaborates with colleagues and is an active member of a professional learning community in the school

**Examples of Evidence:**

- Community college contact information
- Career Information activities
- Business and Industry involvement
- Advisory Committee
- Uses information from Choices and Individual Career and Academic Plan (iCAP)

### Indicators

9.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers

9.2 Supports colleagues in improving student performance and teaching practices