# SCHOOL CULTURE RUBRIC

Reviewer:_____    Date:_____

| SCHOOL-WIDE SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **Breakfast** | o Breakfasts set out at 7:15 by OM<br>o 100% of classrooms are on time and seated by 7:31am<br>o 100% teachers are actively monitoring (pacing and radar)<br>o Whisper voices with no reminders<br>o 100% of students are following breakfast expectations<br>o No students arrive after 7:40am<br>o Transition from tables is silent and completed within 1 minute and 30 seconds<br>o Systems guarantee that students leave eating area clean | o Breakfasts set out at 7:15 by OM<br>o 80% or more classrooms are seated by 7:31am<br>o 80% teachers are actively monitoring (pacing and radar)<br>o Whisper voices with 1 reminder<br>o 100% of students are following breakfast expectations<br>o No students arrive after 7:40am<br>o Transition from tables is silent and completed within 1 minute and 45 seconds<br>o Systems guarantee that students leave eating area clean | o Breakfasts set out at 7:15 by OM<br>o 70% or more classrooms are seated by 7:31am<br>o 70% teachers are actively monitoring (pacing and radar)<br>o Whisper voices with 2 reminders<br>o 100% of students are following breakfast expectations<br>o 1 student arrives after 7:40am<br>o Transition from tables is silent and completed within 2 minutes<br>o Some students clean up in eating area, but cafeteria is left somewhat messy | o Breakfasts set out at 7:15 by OM<br>o Fewer than 70% of classrooms are seated by 7:31<br>o Fewer than 70% of teachers are monitoring (pacing and radar)<br>o MP Room turned to silent due to multiple reminders<br>o Fewer than 70% of students are following breakfast expectations<br>o 2 or more students arrive after 7:40am<br>o Transition from tables takes longer than 2 minutes and requires intervention by school leadership<br>o Cafeteria is left messy |
| **Smart Work** | o 100% of students are seated and working silently.<br>o Teacher is ready to greet students immediately upon arrival.<br>o Students turn in CW, hang up belongings, and sit in desk within 45 seconds with no student reminders. | o 90% of students are seated and working silently.<br>o Teacher greets students at the doorway within 5 seconds.<br>o Students turn in CW, hang up belongings, and sit in desk within 1 minute, with no reminders. | o 80% of students are seated and working silently.<br>o Teacher greets students at the doorway within 10 seconds.<br>o Students turn in CW, hang up belongings, and sit in desk within 1 minute, 30 seconds, with reminders. | o Fewer than 80% of students are seated and working silently.<br>o Students wait at door for longer than 10 seconds to be greeted.<br>o Students take more than 2 minutes to turn in CW, hang up belongings, and sit in desk, with intervention. |
| **Community Circle** | o Circle is organized such that all students can see and actively participate in circle activities.<br>o All circle topics address core values, college, or academic/behavioral needs.<br>o All students are silent and tracking the speaker.<br>o 95% or more students are engaged and participate enthusiastically.<br>o No students arrive after 7:46am.<br>o No students dismissed from Community.<br>o Leader encourages student participation through relevant questions and/or student presentation.<br>o Students have at least 4 "at bats" per minute<br>o Leader provides opportunity for teachers to present or give input.<br>o All transitions within circles are silent, smooth, and efficient.<br>o Leader models taxonomy techniques (cold call, CFU, positive framing) 95% of the time. | o Circle is organized such that almost all students can see and actively participate in circle activities.<br>o Almost all circle topics address core values, college, or academic/behavioral needs.<br>o 95% of students are silent and tracking the speaker.<br>o 95% of students are engaged and participate.<br>o 1 student arrives after 7:46am.<br>o 1-3 students dismissed and leave using correct pathways.<br>o Leader encourages student participation through relevant questions and/or student presentation.<br>o Students have 3 "at bats" per minute<br>o Leader provides opportunity for teachers to present or give input.<br>o Transitions are silent, smooth, and efficient 90% of the time.<br>o Leader models taxonomy techniques (cold call, CFU, positive framing) 90% of the time. | o Circle is somewhat unorganized such that some students are unable to see and participate in circle activities.<br>o Circle topics may not be connected to core values, college, or academic/behavioral needs.<br>o There are some side conversations and not all students are tracking the speaker (fewer than 90%)<br>o 80% of students participate.<br>o 2 students arrive after 7:46am.<br>o 4-6 students dismissed from Community and leave using correct pathways.<br>o Leader does not encourage student participation with questions or student presentation; 2 "at bats" per minute.<br>o Leader infrequently opens the floor for other adult voices.<br>o Transitions are silent, smooth, and efficient 80% of the time.<br>o Leader models taxonomy techniques (cold call, CFU, positive framing) 80% of the time | o Circle is poorly organized, limiting students' ability to see and participate in circle activities.<br>o Circle topics are not connected to core values, college, or academic/behavioral needs.<br>o Side conversations disrupt the flow of Circle (more than 15% of students are not tracking and/or talking)<br>o Fewer than 80% of students participate.<br>o More than 2 students arrive after 7:46am.<br>o More than 6 students are dismissed from Community.<br>o Other adults do not participate.<br>o Transitions are almost always noisy and take too long.<br>o Leader models taxonomy techniques (cold call, CFU, positive framing) less than 80% of the time. |

# SCHOOL CULTURE RUBRIC

| SCHOOL-WIDE SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **Leader Tone** | o Leaders are upbeat, motivational, and inspiring 95% of the time.<br>o Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students.<br>o Leaders are attentive to every detail in school and address those that are out of place immediately.<br>o Leaders carry themselves with confidence and authority so that students are keenly aware of their presence. | o Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery, 90% of the time.<br>o Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students.<br>o Leaders are attentive to details in school and address those out of place quickly.<br>o Leaders carry themselves with confidence and authority so that students are aware of their presence. | o Leaders seem overwhelmed or aloof and only make occasional attempts at being motivated and inspiring 80% of the time.<br>o Leaders narrate negative rather than positive behaviors.<br>o Leaders are inconsistent with recognizing details and/or addressing those quickly.<br>o Acts of student misbehavior occur within the presence of the principal. | o Leaders seem overwhelmed, aloof, and do not make occasional attempts at being motivated and inspiring.<br>o Leaders are mostly negative in their interactions with students and teachers.<br>o Leaders do not recognize details and/or do not address those quickly.<br>o Acts of student misbehavior occur within the presence of the principal. |
| **Lunch** | o Lunches are fully set up by 11:50am by Operations Coordinator<br>o 100% students enter MP Room in HALL<br>o 95% of students are silent during lunch.<br>o 95% of students keep food on their tray.<br>o Monitors use silent corrections 100% of the time.<br>o Clean-up monitors work silently 100% of the time.<br>o Transition is silent 100% of the time.<br>o Actively monitoring using pace and radar and tracking behavior on clipboard 100% of the time. | o Lunches are fully set-up by 11:53 by the Operations Coordinator<br>o 95% students enter MP Room in HALL<br>o 90% of students are silent during lunch.<br>o 90% of students keep food on their tray<br>o Monitors use silent corrections 95% of the time.<br>o Clean-up monitors work silently 95% of the time.<br>o 95% of students transition silently.<br>o Actively monitoring using pace and radar and tracking behavior on clipboard 95% of the time. | o Lunches are fully set-up by 11:55 by the Operations Coordinator<br>o 85% students enter MP Room in HALL<br>o 80% of students are silent during lunch.<br>o 80% of students keep food on their tray<br>o Monitors use silent corrections 90% of the time.<br>o Clean-up monitors work silently 90% of the time.<br>o 90% of students transition silently.<br>o Actively monitoring using pace and radar and tracking behavior on clipboard 90% of the time. | o Lunch is not set up when students arrive<br>o Less than 85% of students enter the MP Room in HALL<br>o Fewer than 80% of students are silent.<br>o Fewer than 80% of students keep food on their tray<br>o Monitors use silent corrections less than 90% of the time.<br>o Clean-up monitors do not work silently.<br>o Fewer than 90% of students transition silently.<br>o Actively monitoring using pace and radar and tracking behavior on clipboard fewer than 90% of the time. |
| **Dismissal** | o Bus monitor picks up students on time (3:28pm) 100% of the time.<br>o Afterschool CW Staff is in-position in MP Room, with one person at the door and one directing student flow.<br>o Afterschool Outdoor Staff is in-position, with one person at the gate and one person directing student flow onto the yard.<br>o All teachers hand Afterschool Staff attendance half sheet.<br>o 100% of students being picked-up are dismissed from line by teacher.<br>o 100% of families use the designated entrance and exit during dismissal.<br>o 100% of students are in HALL.<br>o Dismissal is complete (students are in designated program) within 4 minutes. | o Bus monitor picks up students on time (3:28pm) 95% of the time.<br>o Afterschool CW Staff is in-position in MP Room, with 1 intervention.<br>o Afterschool Outdoor Staff is in-position, with one person at the gate and one person directing student flow onto the yard with 1 intervention.<br>o Most teachers hand Afterschool Staff attendance half sheet; 1 reminder.<br>o 95% of students being picked-up are dismissed from line by teacher.<br>o 95% of families use the designated entrance and exit during dismissal.<br>o 95% of students are in HALL.<br>o Dismissal is complete (students are in designated program) within 5 minutes. | o Bus monitor picks up students on time (3:28pm) 90% of the time.<br>o Afterschool CW Staff is in-position in MP Room, with 2 interventions.<br>o Afterschool Outdoor Staff is in-position, with one person at the gate and one person directing student flow onto the yard, with 2 interventions.<br>o Most teachers hand Afterschool Staff attendance half sheet, 2 reminders.<br>o 90% of students being picked-up are dismissed from line by teacher.<br>o 90% of families use the designated entrance and exit during dismissal.<br>o 90% of students are in HALL.<br>o Dismissal is complete (students are in designated program) within 6 minutes. | o Bus monitor picks up students on time (3:28pm) less than 90% of the time.<br>o Afterschool CW Staff is in-position in MP Room, with 3+ interventions.<br>o Afterschool Outdoor Staff is in-position, with one person at the gate and one person directing student flow onto the yard, with 3+ interventions.<br>o Some teachers hand Afterschool Staff attendance half sheet, 3+ reminders.<br>o Less than 90% of students being picked-up are dismissed from line by teacher.<br>o Less than 90% of families use the designated entrance and exit during dismissal.<br>o Less than 90% of students are in HALL.<br>o Dismissal takes more than 6 minutes to complete. |

# SCHOOL CULTURE RUBRIC

| SCHOOL-WIDE SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **Student Discipline System** | o After non-verbal corrections/reminders, teachers consistently give color consequences for appropriate reasons at appropriate times for all students<br>o Teachers make the physical change in card color or mark it on their clipboards<br>o Teacher delivers consequence with neutral tone, volume, and body language<br>o When delivering consequence, teachers quickly state infraction and behavior they want to see<br>o Teacher clearly moves forward and gives student a "clean slate"<br>o Teachers implement the loss of privilege consistently<br>o When applicable, officer referral is complete and accurate | Happens 90% of the time:<br>o After non-verbal corrections/reminders, teachers consistently give color consequences for appropriate reasons at appropriate times for all students<br>o Teachers make the physical change in card color or mark it on their clipboards<br>o Teacher delivers consequence with neutral tone, volume, and body language<br>o When delivering consequence, teachers quickly state infraction and behavior they want to see<br>o Teacher clearly moves forward and gives student a "clean slate"<br>o Teachers implement the loss of privilege consistently<br>o When applicable, officer referral is complete and accurate | Happens 80% of the time:<br>o After non-verbal corrections/reminders, teachers consistently give color consequences for appropriate reasons at appropriate times for all students<br>o Teachers make the physical change in card color or mark it on their clipboards<br>o Teacher delivers consequence with neutral tone, volume, and body language<br>o When delivering consequence, teachers quickly state infraction and behavior they want to see<br>o Teacher clearly moves forward and gives student a "clean slate"<br>o Teachers implement the loss of privilege consistently<br>o When applicable, officer referral is complete and accurate | Happens Less than 80% of the time:<br>o After non-verbal corrections/reminders, teachers consistently give color consequences for appropriate reasons at appropriate times for all students<br>o Teachers make the physical change in card color or mark it on their clipboards<br>o Teacher delivers consequence with neutral tone, volume, and body language<br>o When delivering consequence, teachers quickly state infraction and behavior they want to see<br>o Teacher clearly moves forward and gives student a "clean slate"<br>o Teachers implement the loss of privilege consistently<br>When applicable, officer referral is complete and accurate |
| **Dress Code** | o 100% Shirts tucked in<br>o 100% uniform shoes, pants, dresses<br>o 100% Student jewelry tucked in<br>o 100% No extras (coats, non-uniform sweaters, etc.) in classroom<br>o 100% of uniform discrepancies are identified and acted upon | o 95% Shirts tucked in<br>o 95% uniform, shoes, pants, dresses<br>o 95% Student jewelry tucked in<br>o 95% No extras (coats, non-uniform sweaters, etc.) in classroom<br>o 95% of uniform discrepancies are identified and acted upon | o 90% Shirts tucked in<br>o 90% uniform shoes, pants, dresses<br>o 90% Student jewelry tucked in<br>o 90% No extras (coats, non-uniform sweaters, etc.) in classroom<br>o 90% of uniform discrepancies are identified and not acted upon | o Less than 90% Shirts tucked in<br>o Less than 90% uniform shoes, pants, dresses<br>o Less than 90% Student jewelry tucked in<br>o Less than 90% No extras (coats, non-uniform sweaters, etc.) in classroom<br>o Uniform discrepancies are not identified |
| **Indoor Common Spaces** | **Multipurpose Room:**<br>o Bulletin boards are attractive and promote student learning and the school's mission<br>o Grade-level bulletin boards are updated (work is no more 3 – 4 weeks old)<br>o There are no outdated materials posted<br>o Clutter-free: sign-out clipboards in designated space, lost-and-found is organized and contained, trash and excess paper is routinely thrown away throughout the day, all coats and backpacks are hung up<br>**Office:**<br>o Bulletin boards are updated every week<br>o There are no outdated materials posted<br>o Information bins are stocked at all times<br>o Desk areas are completely cleared outside of essential office materials, well-organized and esthetically pleasing<br>o Front desk contains sign-in/out sheets, tardy sheet, bell, open/close time, and event-specific signage only. | **Multipurpose Room:**<br>o Bulletin boards are filled and promote student learning and the school's mission<br>o Grade-level bulletin boards are updated (student work is no more 5-6 weeks old)<br>o Mostly Clutter-free: one area remain cluttered (sign-out clipboards in designated space, lost-and-found is organized and contained, trash and excess paper is routinely thrown away throughout the day, all coats and backpacks are hung up)<br>**Office:**<br>o Bulletin boards are updated bi-weekly<br>o There are few outdated materials posted<br>o Information bins are stocked (but low)<br>o Desk areas are mostly cleared outside of essential office materials, well-organized and esthetically pleasing<br>o Front desk contains sign-in/out sheets, tardy sheet, bell, open/close time, and event-specific signage, and few extras | **Multipurpose Room:**<br>o Bulletin boards are inconsistently used to promote student learning/mission<br>o Grade-level bulletin boards are updated (student work is no more 7-8 weeks old)<br>o Somewhat cluttered: there are two or more areas that remain cluttered (sign-out clipboards in designated space, lost-and-found is organized and contained, trash and excess paper is routinely thrown away throughout the day, all coats and backpacks are hung up)<br>**Office:**<br>o Bulletin boards are updated monthly<br>o There are some outdated materials posted<br>o Half of the information bins are empty<br>o Desk areas are somewhat cleared outside of essential office materials, well-organized and esthetically pleasing<br>o Front desk contains sign-in/out sheets, tardy sheet, bell, open/close time, and event-specific signage, and some extras | **Multipurpose Room:**<br>o Bulletin boards are inconsistently used to promote student learning/mission<br>o Grade-level bulletin boards are updated (student work is more than 8 weeks old)<br>o Cluttered: some bags, coats and other objects do not have a designated place<br><br>**Office:**<br>o Bulletin boards are not updated monthly<br>o There are many outdated materials posted<br>o Many of the information bins are empty<br>o Desk areas are not cleared outside of essential office materials, well-organized and esthetically pleasing<br>o Front desk contains sign-in/out sheets, tardy sheet, bell, open/close time, and event-specific signage, and many extras |

# SCHOOL CULTURE RUBRIC

| TEACHER PROFICIENCIES | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **Positive Framing and Teacher Tone** | o 95-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom.<br>o The consistent tone of classroom is efficient, respectful and positive.<br>o Frequently reinforces positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. | o 80-95% of teachers are upbeat, positive, motivated, and inspiring in the classroom.<br>o The general tone of the classroom is efficient, respectful and positive.<br>o Reinforces positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students. | o 70-80% of teachers are upbeat, positive, motivated, and inspiring in the classroom.<br>o The general tone of the classroom is efficient, respectful and positive (2 of 3)<br>o Does not use positive framing OR narrates negative student behaviors as often as positive, or teacher does not use positive framing inconsistently using praise, challenge or aspiration to motivate students. | o Most teachers are uninspiring and/or negative in the classroom<br>o The general tone of classroom is inefficient and/or negative and/or maintains a culture of disrespect.<br>o Does not use positive framing, and does not work to motivate students. |
| **Student Joy & Engagement** | o Teachers provide a variety of opportunities for joy<br>o 90-100% of students are actively engaged in classroom activities.<br>o Students internalize and model behavioral expectations without teacher supervision.<br>o 100% of students exhibit STAR or activity-appropriate behavior. | o Teachers provide opportunities for joy<br>o 80-90% of students are engaged in classroom activities.<br>o Students internalize and model behavioral expectations with minimal teacher supervision.<br>90% of students exhibit STAR or activity-appropriate behavior. | o Teachers limited or non-engaging opportunities for joy<br>o 70-80% of students are engaged in classroom activities.<br>o Students have not internalized behavioral expectations and are resistant to those expectations.<br>o 70% of students exhibit STAR or activity-appropriate behavior. | o Students generally seem disinterested in school<br>o Less than 70% of students are engaged in classroom activities.<br>o Students have not internalized behavioral expectations and are more resistant to those expectations than younger students<br>o Less than 70% of students exhibit STAR or activity-appropriate behavior. |
| **Strong Voice** | o Economy of language: minimal language is used to build student compliance<br>o Don't talk over students: adults never talk over student chitchat<br>o Do not engage: adults never engage student excuses/distractions during correction of student misbehavior<br>o Non-verbal authority: adults always use square up/stand still and proximity to maintain student compliance<br>o Quiet power: teacher always speaks slowly and quietly to develop compliance | o Economy of language: minimal language is used to build student compliance<br>o Teachers/leaders rarely allow student side conversations while talking<br>o Teachers/leaders rarely engage student excuses/distractions during correction of student misbehavior<br>o Non-verbal authority: adults almost always use square up/stand still and proximity to maintain student compliance<br>o Quiet power: teacher almost always speaks slowly and quietly to develop compliance | o More language is used than needed to build student compliance<br>o Teachers/leaders sometimes allow student side conversations while talking<br>o Teachers/leaders sometimes engage student excuses/distractions during correction of student misbehavior<br>o Non-verbal authority: adults sometimes use square up/stand still and proximity to maintain student compliance<br>o Quiet power: teacher sometimes speaks slowly and quietly to develop compliance | o Teachers are so verbose that students do not understand compliance requested<br>o Student side conversations often occur while teacher is talking<br>o Teachers/leaders often engage student excuses/distractions during correction of student misbehavior<br>o Non-verbal authority: adults rarely use square up/stand still and proximity to maintain student compliance<br>o Quiet power: teacher rarely speaks slowly and quietly to develop compliance |
| **What to Do** | o Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily complies<br>o Narrate compliance instead of telling what <u>not</u> to do | o Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt<br>o Narrate compliance and instead of telling what <u>not</u> to do | o Directions sometimes lack being specific, concrete, sequential and/or observable<br>o More specific directions are not offered is students do not comply<br>o Teacher sometimes narrates what <u>not</u> to do | o Directions are vague and difficult to follow/understand<br>o Teacher often narrates what <u>not</u> to do |

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| **100%** | o Least invasive interventions (mostly non-verbals, group reminders, positive framing).<br>o Teacher is seen looking.<br>o Purpose Not Power: Teacher uses strategies to increase student engagement rather than for the sake of asserting authority<br>o Less than 2 corrections every 10 minutes of instruction.<br>o 100% of hands raised during review of material<br>o 100% of students are able to answer upon being cold-called | o Least invasive interventions (some verbal and some non-verbal redirects)<br>o Teacher is seen looking when directions are given and at clear points during lesson.<br>o 2-4 corrections every 10 minutes of instruction.<br>o 90% of hands raised during review of material<br>o 90% of students are able to answer upon being cold-called | o Teacher mostly uses invasive interventions (verbal reminders and redirects; too much teacher talk)<br>o Teacher is seen looking when giving instructions, but not in other parts of the lesson.<br>o 5 corrections every 10 minutes of instruction.<br>o 80% of hands raised during review of material<br>o for group work<br>o 80% of students are able to answer upon being cold-called | o Teacher uses all invasive interventions (verbal reminders and redirects; too much teacher talk; rhetorical questions).<br>o Teacher is not seen looking.<br>o More than 5 corrections every 10 minutes of instruction.<br>o Less than 80% of hands raised during review of material<br>o Less than 80% of students are able to answer upon being cold-called |
| **Corrections** | **Teacher Actions:**<br>o Immediate<br>o Silent<br>o Teacher correction is accomplished through direct eye contact.<br><br>**Student Actions:**<br>o Positive/Respectful<br>o Behavior does not reoccur within the same content block | **Teacher Actions (90% of the time):**<br>o Immediate<br>o Silent<br>o Teacher correction is nonverbal (tap on the desk, hand signal, etc.)<br><br>**Student Actions:**<br>o Positive/Respectful<br>o Behavior does not reoccur within the same content block | **Teacher Actions (80% of the time):**<br>o There is wait time before the action is corrected<br>o Teacher correction is verbal.<br><br>**Student Actions:**<br>o Student responds but not immediately<br>o Student responds negatively, but corrects action (rolls eyes, sucks teeth, sigh)<br>o Student action has to be corrected multiple times within a content block | **Teacher Actions:**<br>o Behavior goes uncorrected OR the correction is disrespectful.<br><br>**Student Actions:**<br>o Student doesn't correct.<br>o Student talks back (open defiance).<br>o Student only responds after the threat of a serious consequence. |
| **Do it Again** | o Student group actions are done uniformly every time<br>o There is no evident need for "Do It Again;" it clearly has been done before | o When student group actions are done incorrectly (walking in hallway, taking out materials, etc,), teacher has class repeat actions 100% of the time as soon as the students do not meet the expectation<br>o Teacher clearly states what students should do differently<br>o Actions are repeated until 100% of the students are compliant | o When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75%+ of the time as soon as the students do not meet the expectation<br>o Teacher states what students should do, but may not clearly identify what to change<br>o Actions are repeated until 90% of the students are compliant | o Teacher does not ask student to repeat incorrect group actions regularly<br>o When repeated, student behavior still is noncompliant |
| **Tracking** | o 100% tracking of teachers<br>o 90% tracking of peers | o 100% tracking of teachers<br>o 80% tracking of peers | o 90% tracking of teachers<br>o 70% tracking of peers | o Less than 90% tracking of teachers<br>o Less than 70% tracking of peers |

# SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **Entry** | o 95 – 100% of students enter the classroom in less than one minute<br>o 100% of teachers greet 100% of their students with a handshake and greeting<br>o All teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet<br>o 100% of students enter the classroom and follow set directions or classroom routines<br>o 100% of teachers are standing at the door waiting to greet students<br>o 100% of classes start on time or within 90 seconds of beginning threshold<br>o 90% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.) | o 80% - 95% of students enter the classroom in less than one minute<br>o 90% of teachers greet 100% of their students with a handshake and greeting<br>o 90% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet<br>o 90% of students enter the classroom and follow set directions or classroom routines<br>o 90% of teachers are standing at the door waiting to greet students<br>o 90% of classes start on time or within 2 minutes of beginning threshold<br>o 80% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.) | o 70% - 80% of students enter the classroom in less than one minute<br>o 70% - 80% of teachers greet 100% of their students with a handshake and greeting<br>o 80% of teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet<br>o 80% of students enter the classroom and follow set directions or classroom routines<br>o 80% of teachers are standing at the door waiting to greet<br>o 80% of classes start on time or within 2 minutes 30 seconds of beginning threshold<br>o 70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.) | o Less than 80% of students enter the classroom in less than one minute<br>o Teachers rarely greet students<br>o Less than 70% of students enter the classroom and follow set directions or classroom routines<br>o Less than 70% of teachers are standing at the door waiting to greet students<br>o Less than 80% of classes start on time or take longer than 3 minutes to begin<br>o Less than 70% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.) |
| **Distributing/ Collecting Work & Lesson materials** | o 90 – 100% of teachers display evidence of a system for distributing/collecting work that is routinized<br>o 90-100% of teachers meet school-wide expectations for efficiency (ex. 10 seconds to pass out papers, class materials are on-hand and ready to distribute)<br>o 90% - 100% of students are silent or engaged in an activity while work is being collected or distributed<br>o 100% of students have all the materials they need OR a routine in place | o 80% – 90% of teachers display evidence of a system for distributing/collecting work that is routinized<br>o 80% - 90% of students are silent or engaged in an activity while work is being collected or distributed | o 70% - 80% of teachers display evidence of a system for distributing/collecting work that is routinized<br>o 70% - 80% of students are silent or engaged in an activity while work is being collected or distributed | o Less than 70% of teachers display evidence of a system for distributing/collecting work that is routinized<br>o Less than 70% of students are silent or engaged in an activity while work is being collected or distributed |
| **Transition bet. activities** | o Efficient, time-saving (30 sec) routine<br>o Silent or the talking is directly connected to the content<br>o Teacher initiated using economy of language (Teacher says "transition" and students move)<br>o Immediately after the transition students begin task.<br>o Evidence of a routine | o Efficient, time-saving ( up to 1 min) routine<br>o Silent or the talking is directly connected to the content<br>o Teacher facilitated<br>o After the transition students are waiting for directions.<br>o Evidence of a routine | o Somewhat efficient, more than one minute<br>o Off task talking, too noisy<br>o Teacher has to repeat directions.<br>o After the transition students are off task.<br>o Not a clearly established routine, teacher has to redo the transition | o Inefficient, more than one minute<br>o Off task talking, too noisy<br>o Teacher has to repeat directions.<br>o After the transition students are off task.<br>o Not a clearly established routine, teacher has to redo the transition |

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| CLASSROOM SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
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| **Exit from Class** | o Class ends on time with sufficient time to line up students<br>o Teacher uses a consistent system to have students line up that is organized, quick, and efficient (from start of procedure to full line-up is less than 30 seconds)<br>o Teacher ensures that the students are silent before leaving the classroom<br>o 100% of line leaders know stopping points on transition route and teacher monitors from the middle<br>o Student responsible for holding and closing door, while teacher ensures that 100% of students have exited and no students loitering in the back of the line | o Class ends on time<br>o Teacher uses a consistent system to have students line up that is organized, quick and mostly efficient (from start of procedure to full line-up is less than 1 minute)<br>o Students are silent in line<br>o 90% of line leaders know stopping points on transition route<br>o Student responsible for holding and closing door, while teacher ensures that 100% of students have exited and no students loitering in the back of the line | o Class ends in a rushed or hurried way or goes over time<br>o Teacher lines up students in a disorganized way, or does not check to see that all students are ready to be lined up (takes longer than 1 minute)<br>o Students are talking in line<br>o 80% of line leaders know stopping points on transition route<br>o Student responsible for holding and closing door, while teacher ensures that 100% of students have exited and no students loitering in the back of the line | o Class ends late or in a rushed or hurried way<br>o No evidence of a systematic dismissal process is evident<br>o Students are openly talking in line<br>o Less than 80% of line leaders know stopping points on transition route<br>o Student responsible for holding and closing door, while teacher ensures that 100% of students have exited and no students loitering in the back of the line |
| **Hallways Transitions** | o 100% of students have hands at theirs sides<br>o 100% of students have their eyes facing forward<br>o Hallways are silent (teachers and students)<br>o All students are walking urgently and safely to class | o 95% of students have hands at theirs sides<br>o 95% of students have their eyes facing forward<br>o 95% of students and teachers are silent<br>o Most students are walking urgently to class | o 90% of students have hands at theirs sides<br>o 90% of students have their eyes facing forward<br>o 90% of students and teachers are silent<br>o Students are inconsistently walking to class. | o Less than 90% of students have hands at theirs sides<br>o Less than 90% of students have their eyes facing forward<br>o Less than 90% of teachers and students are silent<br>o Students are running or roughhousing on the way to class OR Students are purposely walking slowly to class |
| **Desks** | o 100% of papers are filed in the binder (there are no loose papers)<br>o 90% of all papers in student binders are in the appropriate section<br>o Students can readily produce material from binder to use as resources<br>o Teacher monitors student binders at least once per week<br>o 100% of desks are clear and clean except for a pencil box, math bag, and binder.<br>o Nameplates are refreshed immediately when destroyed or defaced. | o 90% of student papers are filed<br>o 80% of all papers in student binders are in the appropriate sections<br>o Binders are organized in chronological order<br>o Binder tabs are appropriate to subject matter<br>o 90% of students can readily produce resources from their binders or notebooks<br>o Teacher monitors student binders once per week<br>o 90% of desks are clear except for a pencil box, math bag, and binder.<br>o Nameplates are refreshed weekly when destroyed or defaced. | o 80% of student papers are filed<br>o There are a significant amount of papers in the front or back pockets of the binders<br>o No attention paid to chronological ordering in the binder<br>o Binder tabs are not appropriate to subject area, or all work is being filed into one or two tabs<br>o 80% of students can produce resources from their binders or notebooks<br>o Teacher monitors binders bi-weekly<br>o 80% desks are clear except for a pencil box, math bag, and binder, with minimal writing on the desk.<br>o Nameplates are refreshed when destroyed or defaced but occurs after a week's time. | o Less than 80% of student papers are filed<br>o Many papers in the front or back pockets of the binders<br>o Binder has no chronological order<br>o Binder tabs are not appropriate to subject area or are misused/absent<br>o Less than 80% of students can produce resources from their binders or notebooks<br>o Teacher does not monitor student binders regularly<br>o Less than 80% of desks are clear except for a pencil box, math bag, and binder and there is writing on the desk.<br>o Nameplates are not refreshed with destroyed or defaced. |

# SCHOOL CULTURE RUBRIC

| CLASSROOM SYSTEMS | Advanced | Proficient | Working Towards | Needs Improvement |
|---|---|---|---|---|
| **CW** | Teacher takes time to explain directions on all non-routine Collegiate Work assignments<br>○ 100% of students have a designated folder or notebook for each subject to keep all Collegiate Work assignments<br>○ Collegiate Work folders are used exclusively for Collegiate Work and are free of clutter and older papers | ○ Teacher takes time to explain all non-routine Collegiate Work assignments<br>○ 90% of all students have a designated folder or notebook for each subject to keep all Collegiate Work assignments<br>○ Collegiate Work folders are used exclusively for Collegiate Work and are free of clutter and older papers | ○ Teacher does not adequately preview Collegiate Work assignments so students understand<br>○ Less than 90% of students have a designated Collegiate Work folder or notebook for each subject to keep all Collegiate Work assignments<br>○ Collegiate Work is somewhat sloppy and cluttered with student work or papers | ○ Teacher does not preview Collegiate Work assignment<br>○ Less than 80% of students have a designated Collegiate Work folder or notebook for each subject to keep all Collegiate Work assignments<br>○ Collegiate Work is sloppy and cluttered with student work or papers or students do not have agendas |
| **Classroom Environment** | **Attractiveness—100% of classrooms are:**<br>○ Clutter-Free: clean with effective storage for materials, supplies, etc.<br>○ Desk configuration makes sense and is not too tight/loose<br>○ Teacher desk and surrounding area are clean and well-organized<br>○ Classroom libraries (when applicable) are well organized and appealing to student readers<br>**Walls—100% of classroom walls have:**<br>○ Posted schedule and all essential trackers<br>○ High quality and up-to-date student work posted<br>○ Instructional signage is immediately relevant to the curriculum being taught and focuses on skill over content<br>**Other Systems—100% of classes have:**<br>○ Clear, effective systems for student work, extra assignment copies, and plan for purged work<br>○ Student bags and coats have a place | **Attractive—90% of classrooms are:**<br>○ Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.<br>○ Desk configuration makes sense and is not too tight/loose<br>○ Teacher desk and surrounding area are generally clean and organized<br>○ Classroom libraries (when applicable) are organized<br>**Walls—90% of classroom walls have:**<br>○ Posted schedule and all essential trackers<br>○ High quality and up-to-date student work posted<br>○ Instructional signage is relevant to the curriculum being taught and focuses on skill over content<br>**Other Systems—90% of classes have:**<br>○ Clear systems for student work, extra assignment copies, and plan for purged work<br>○ Most student bags and coats have a place | **Attractiveness—70% of classrooms:**<br>○ Mostly Clutter-Free: general cleanliness and storage for materials, supplies, etc.<br>○ Desk configuration makes sense and is not too tight/loose<br>○ Teacher desk and surrounding area are generally clean and organized<br>○ Classroom libraries (when applicable) are organized<br>**Walls—70% of classroom walls have:**<br>○ Posted schedule and all essential trackers<br>○ High quality and up-to-date student work posted<br>○ Instructional signage is somewhat relevant to the curriculum being taught and focuses on skill over content<br>**Other Systems—70% of classes have:**<br>○ Clear systems for student work, extra assignment copies, and plan for purged work<br>○ Most student bags and coats have a place | **Attractiveness—Most classrooms:**<br>○ Cluttered: disorganized and little storage for materials/supplies.<br>○ Desk configuration doesn't make sense<br>○ Teacher desk area is generally unorganized<br>**Walls—Most classroom walls do not have:**<br>○ Posted schedule and all essential trackers<br>○ High quality and up-to-date student work posted<br>○ Instructional signage is not relevant to the curriculum being taught and focuses on skill over content<br>**Other Systems—Most classes have:**<br>○ No systems for student work, extra assignment copies, etc.<br>○ student bags and coats do not have a place |