Staff Competencies Sample Rubric

Competency Area:	Above and Beyond	Good	Opportunity for Improvement	Significant Development Needs
Lesson Planning	• Helps co-create content and activities with colleagues. • Extends and modifies curricular goals in consultation with supervisor; • Plans lessons to address student interests as well as the assigned curriculum; • Incorporates a variety of options to meet different learner needs and allows for student voice • Plans always clear, organized, well-formatted; and submitted well in advance	• Creates plans independently; • Bases lessons on assigned curriculum; • Consistently includes basic elements in plan (goals, objectives, materials lists, activities, assessment); • Objectives consistently clear; • Plans are well organized and submitted on time; • Addresses appropriate developmental stages; • Shares plans and learning targets with students;	• Creates plans with assistance; • Plans often disorganized, or not on assigned curriculum • Has difficulty articulating clear objectives; • Plans sometimes fail to include basic format elements; • Plans fun activities that at times are not tied to learning goals, or do not match developmental stage of learners; • Keeps plan to self.	• Does not participate in the planning process; • Often without a plan or plan is consistently disorganized or incomplete; • Lessons fail to include basic format elements (goals, objectives, materials list, activities and assessment);
Classroom Management	• Has a clear structure AND is able to pivot when a planned activity is not working; • Has multiple verbal and non-verbal strategies for redirecting student focus; • Empowers students; provides a schedule and previews for students; • Follow through with students is exceptional; • Brings madrichim into the planning process and helps them take leadership roles in the classroom setting.	• Has a clear structure with consistent expectations; • Is often flexible handling lessons that are not achieving intended results • Has one or two strategies for redirecting student focus; • Posts a classroom brit and refers to it as needed; follows through with students consistently; • Gives madrichim clear roles in the classroom with clear directions	• Has some structure and some expectations • Sometimes demonstrates flexibility handling lessons that are not achieving intended results • Occasionally tries to redirect student focus • Sometimes refers to classroom brit; follows through occasionally with students • Tends to give madrichim administrative tasks	• Lacks coherent structure; • Lacks flexibility to change lessons; plows on even when lesson may not be working well, or students are not listening; • Rarely attempts to redirect student focus or lacks skills for doing so; • Has no classroom brit, or rarely refers to it; • Lacks follow through with students; • Does not know how to use madrichim effectively
Classroom set up	• Implements set up plan successfully and communicates plans ahead of time • Uses set up to enhance learning, to create surprise, and increase engagement • Class displays allow for learning even when student is not paying attention to the formal lesson • Displays updated to show current artifacts and student work	• Actively plans the set-up of the classroom on own • Considers class set up as a behavior management tool • Consistently uses display space to reinforce current learning; connects displays and artifacts to topic and shows current student work	• Plans classroom set up with assistance • Adjusts set up to address behavioral issues as they occur • Sometimes uses display space to connect to topic or reflect student work	• Uses the classroom as it is found; sees no reason to plan alternative set up • Does not use classroom set up to address behavior issues • Walls and bulletin boards lack connection to topic or student work

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Content Knowledge-	• Deeply understands the topic—lives and breathes it • Often engages in further learning at own initiative • Creatively transmits knowledge in a variety of ways and settings	• Knows and understands topic • Seeks to learn more on own • Able to transmit knowledge	• Adequate knowledge for age group • Learns more when asked • Sometimes has trouble getting knowledge across to students in a way they can understand	• Has holes in knowledge of topic • Not interested in learning more
Family Communication and Support (External Communication)	• Gives kids voice in ongoing communication with families • Goes beyond one-way communication to create conversation • Uses any means necessary to reach out to every family	• Consistently provides frequent and regular communication with families • Uses a variety of modes to reach families • Consistently responsive to parent needs	• Communications with families could be more consistent, more frequent • Uses one or two methods for reaching families	•
Work with Madrichim	• Communicates weekly about the goal of the upcoming lesson and the madrich's role in it • Engages in goals setting twice per year and provides consistent follow up • Allows madrichim to lead one or more activities with appropriate supervision	• Communicates regularly with madrichim about their role • Engages in goal setting and provides some follow up • Helps madrichim plan and execute a mini lesson once per year • Consistently incorporates madrichim into the lesson • Is open to ideas from madrichim	• Communicates often with madrichim; but sometimes they remain unsure of their role or the goals of the lesson • Engages in goal setting inconsistently, or lacks follow through • Incorporates madrichim in to the lessons occasionally	• Regularly fails to communicate with madrichim; Madrichim are unsure of their role in the class or activity • Does not engage in goal setting with madrichim • Madrichim given only administrative tasks • Madrichim are seldom incorporated into the lesson
Community building	• Serves as a resource for other teachers, students, and the community • Engages actively with other teachers beyond the classroom setting • Creates opportunities for students to learn about one another and their interests	• Consistently supports other teachers in classroom settings • Knows names of students and other teachers helps students learn each other's' names • Promotes class as a safe space	•	•

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Inclusive Focus	• Design classroom set-up that meets the needs of students allowing for collaboration and positive work and learning environment – design is flexible based on activity and desired outcomes • Consistently applies strategic thinking in creating working groups to maximize learning and student experience • Classroom norms (brit) are co-created and reflect the recognition and celebration that each member of the learning community is made in the image of God • Classroom norms (brit) are posted and referred to often both proactively and reactively • Students set goals for themselves in consultation with the teacher and check in on a regular basis as to their progress. • Utilizes the gifts and talents of students to create a positive and interactive learning environment where each student is successful and recognized	• Classroom set-up is collaborative but stagnant – doesn't change based on activity • Often sets up the student groups strategically and considers social needs • Develops a classroom brit outlining the rights and responsibilities of each member of the class • Classroom brit is posted in the classroom and usually refers to it if students violate one of the norms • Often shares desired outcomes with students • Usually assigns tasks to students keeping in mind talents, educational and social needs	• Willing to work on collaborative classroom set-up but not sure how to make it work • Student grouping is often random or self-selected rather than strategic • Presents and posts expectations for student behavior and student work but without input from students • Sometimes refers to posted classroom brit to help explain norms of the class • Occasionally shares desired outcomes with students • Sometimes assigns tasks to students based on talents, social and educational needs	• Classroom set-up puts teacher at the center and does not account for students' learning styles or activity needs • No thought given to grouping of students • Expectations are not posted in the classroom or are posted but rarely used to helps explain class norms to students • Desired outcomes are not shared with students • Students select their own tasks without teacher input
Collaboration and communication with colleagues	•	• Meets deadlines • Communicates effectively to ed director about classroom needs	•	•
Problem Solving	•	•	•	•
Creativity/ innovation	•	• Willing to try new approaches, techniques, materials to advance student learning and engagement	•	•
Reflective Practitioner	•	•	•	• Does not participate in professional development opportunities
Technology in the classroom and out	•	•	•	•

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Staff Competencies Sample Rubric

These are suggestions. Ideally the list of competencies and their specific skills is no longer than one page back and front.

- Ideally competencies speak to the specific needs of your setting

A carefully crafted, written set of staff competencies makes your job easier.

- Articulates in some detail what good teaching looks like in your setting
- Creates buy-in and an understanding of changes needed, especially when staff are given the opportunity to help craft the rubric
- Creates clear stepping stones for change—if you are changing your program, you can develop a competency set that supports this change
- Provides clear expectations that are the same across all staff
- Focuses conversation on demonstrated skills and actions
- Allows for less fraught conversations

Uses for Staff Competencies:

- Blue print for staff development
- Coaching document for staff conversations
- Structure for performance review
- Staff self-assessment
- Reference for assessment in hiring

When done as a group project, generating a staff competency rubric can help you generate support for the changes in approach, method, or organization you wish to implement in your setting.

- If you want to make a change in your program, such as communicate differently with families, alter your Hebrew program, or revamp your madrichim program, developing a staff competency rubric directly related to that change with help articulate the specific things staff will need to do differently to implement the change effectively. It becomes your partner in change management.
- If there are specific changes you want your staff to make in the way they work, developing staff competency rubrics just around those changes can help with implementation by focusing attention on them.

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Other practices that support organizational change:
- Clear Requests and Specific Commitments (Rhythm of Action)
  - Promise-based management
    - https://hbr.org/2007/04/promise-based-management-the-essence-of-execution
- Responsibility Charting (RACI)
  - https://thedigitalprojectmanager.com/raci-chart-made-simple/
  - https://pmicie.starchapter.com/images/downloads/raci_r_web3_1.pdf
  - A role and responsibility workshop:
    - https://www.atlassian.com/team-playbook/plays/roles-and-responsibilities
- Reflective Assessment (Plus/Delta)
  - Using Plus Delta Assessment Technique: Iowa State University Center for Excellence in Learning and Teaching
    - http://www.celt.iastate.edu/teaching/assessment-and-evaluation/mid-term-formative-evaluation-using-a-plusdelta-assessment-technique/

Staff Competencies Organizer

Name _____

Email address _____

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Competency Area:	Above and Beyond	Good	Opportunity for Improvement	Significant Development Needs
Work in groups of two or three. Choose one or more competency categories from the list we created together. What specific actions and skills would demonstrate a "Good" level of performance in that category? What about 'Above and Beyond' performance? Note these in the appropriate boxes. We will collect these sheets at the end and provide notes to all participants.				

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