



Attendance Liaison Rubric 2018-2019
Domain 1 Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
1b: Demonstrating knowledge of students	Attendance Liaison when reporting demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Attendance Liaison when reporting indicates the importance of understanding students' background, cultures, skills, language proficiency, interests, and special needs, and attains the knowledge for some students.	Attendance Liaison when reporting actively seeks knowledge of most students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and demonstrates solid knowledge.	Attendance Liaison when reporting actively seeks knowledge of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and demonstrates thorough and complete knowledge.
1d: Demonstrating knowledge of resources*	Attendance Liaison demonstrates little or no familiarity with resources to enhance own knowledge, to use in school environment, or for students who need them. Attendance Liaison does not seek such knowledge	Attendance Liaison demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in school environment, or for students who need them. Attendance Liaison does not seek to extend such knowledge	Attendance Liaison is fully aware of the resources available through the school or district to enhance own knowledge, to use in school environment, or for students who need them. Attendance Liaison seeks to extend such knowledge.	Attendance Liaison seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in school environment, and for students who need them.



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Domain 2 School Environment

Component	Ineffective	Developing	Skilled	Accomplished
<i>2a: Assists in creating an environment of respect and rapport</i>	Interactions between the Parents, Teachers, Administration, Support Staff and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions between the Parent, Teachers, Administration, Support Staff and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions between Parents, Teacher, Administration, Support Staff and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Parents, Teachers, Administration, Support Staff and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.



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Domain 3 Reporting

<i>Component</i>	Ineffective	Developing	Skilled	Accomplished
3a: Communicating with students & families	Expectations for attendance, directions and procedures, and explanations of State Laws and Board policy are unclear or confusing to students, parents and all parties. Attendance Liaison’s use of language contains errors or is inappropriate to students’ cultures or levels of development.	Expectations for attendance, directions and procedures, and explanations of State laws and Board policy are clarified, after initial confusion, to students, parents and all parties Attendance Liaison’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.	Expectations for attendance, directions and procedures, and explanations of State Laws and Board policy are clear to students, parents, and all parties. Communications are appropriate to students’ cultures and levels of development.	Expectations for attendance, directions and procedures, and explanations of State Laws and Board policy are clear to students, parents, and all parties. Attendance Liaison’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible misconceptions.

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Domain 4 Professional Responsibilities

	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on Attendance Liaison responsibilities	Attendance Liaison's reflection does not accurately assess the job effectiveness, the degree to which outcomes were met and/or has no suggestions for how attendance could be improved.	Attendance Liaison's reflection is a generally accurate impression of a job effectiveness, the degree to which outcomes were met and/or makes general suggestions about how attendance could be improved.	Attendance Liaison's reflection accurately assesses the job effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; In collaboration with Attendance Committee and Administrators, makes specific suggestions for lesson improvement.	Attendance Liaison's reflection accurately, thoughtfully assesses the job effectiveness/degree to which outcomes were met, citing specific examples; In collaboration with Attendance Committee and Administrators offers specific alternative actions drawing on an extensive repertoire of skills
4b: Demonstrates the knowledge of maintaining accurate records	Understands the Student Information Systems regarding student attendance, and student progress in accordance with the State Law and Board Policy. Attendance Liaison fails to address unexcused absences accordingly.	Understands the Student Information System regarding student attendance, and student progress in accordance with State Law and Board Policy. Attendance Liaison demonstrates a rudimentary, and/or requires frequent monitoring for accuracy when addressing unexcused absences.	Understands the Student Information System regarding student attendance, student progress in accordance with State Law and Board Policy. Attendance Liaison is fully effective when addressing unexcused absences.	Understands the Student Information System regarding student attendance, student progress in accordance with State Law and Board policy. Attendance Liaisons demonstrates progress, is fully effective, and students contribute to improve their attendance when unexcused absences are addressed.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; Attendance Liaison avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with Attendance Liaison making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming key role in promoting a culture of inquiry and making substantial contributions to school/district projects and ties in school attendance.
4e: Growing and Developing Professionally	Attendance Liaison engages in no professional development activities and/or resists feedback on performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Attendance Liaison engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on performance and/or finds limited ways to contribute to the profession.	Attendance Liaison engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other Attendance Liaisons.	Attendance Liaison engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Attendance Liaisons professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	Attendance Liaison interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Attendance Liaison interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Attendance Liaison displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.