

PCS Staff Reduction/Recall Rubric

	Average taken from the following years	Weight Factor	Scale
Evidence of Student Growth State Assessments Local Assessments	2016-17 2017-18 2018-19	40%	1-4 Point Scale based on rating in PIVOT last three years
Purpose	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Student Engagement	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Curriculum and Pedagogy	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Assessment for Student Learning	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Classroom Environment and Culture	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Professional Collaboration and Communication	2016-17 2017-18 2018-19	6%	1-4 Point Scale based on rating in PIVOT last three years
Attendance Record (non-FMLA absences; sick and PB)	2016-17 2017-18 2018-19	6%	1-4 Point Scale (see explanation below)
Disciplinary Action/History Rating	2016-17 2017-18 2018-19	6%	1-4 Point Scale (see explanation below)
Significant, relevant accomplishments and contributions	2016-17 2017-18 2018-19	6%	1-4 Point Scale (see explanation below)
Relevant Special Training	2016-17 2017-18 2018-19	6%	1-4 Point Scale (see explanation below)
TOTAL		100%	
*Rubric explanations on next page			

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4 Point Scale Explanations			
Attendance Record (non-FMLA absences; sick and PB)	Disciplinary Action/History Rating	Significant, relevant accomplishments and contributions	Relevant Special Training
<5.01 = 4 5.01-10.0 = 3 10.01-15.0 = 2 >15.01 = 1	4 = No Disciplinary History	4 = Assumes leadership role; takes initiative	4 = Active participation, leadership and initiative demonstrated by teacher in training and integration into professional practice
	3 = One disciplinary issue that did not affect safety or significantly impact instruction or building environment OR historical issues but NONE current	3 = Active participation and regular on-going support	3 = Active participation in training and demonstrated integration into professional practice
	2 = Either one moderate disciplinary issue, or more than one disciplinary issue, one of which was current	2 = Participation and support, but mostly passive	2 = Participated in training but minimal evidence of integration in teacher's professional practice
	1 = Either one major disciplinary issue (re. safety or significant disruption) OR a continued pattern of minor or moderate disciplinary issues	1 = Little or no participation or support	1 = Little to no training; minimal interest demonstrated