Communication Rubric

	Section	Description	0	1	2	3
Message Preparation	**Positive**	1. Positive - language is honest and uplifting in nature. It is important to identify and celebrate student actions that get them closer to achieving their goals. Does the language demonstrate a 'with' approach that shows the educator as a partner in the learning process?	Uses negative tone. Language uses fear, shame, and/or threats to attempt to get the student to complete work. When negative consequences of a student's lack of engagement occur, the staff member uses negative reinforcement.	Uses inconsistent tones. Language is sometimes threatening and demanding with a little positive sprinkled in when the student does what was requested. When negative consequences occur because of lack of engagement the staff member ignores this behavior.	Uses encouraging warm tones and words most of the time but not always. Most of the time language is clear and direct, with a focus on positive reinforcement and a message of belief in the abilities of students. When negative consequences of a student's lack of engagement occur, the staff member sometimes uses positive reinforcement.	Uses encouraging, warm tones and words consistently. Language is consistently clear and direct, with a focus on positive reinforcement and a message of belief in the abilities of students. The staff member engages students when negative consequences from a lack of student engagement exist, but consistently with a positive expectation of the students abilities.
	Relational	2. Relational - language should reflect a relational context - does it appear that the staff member is authentic and showing a personal and individual interest in each student? Does the log content demonstrate a depth of knowledge of the student's life situation, and a caring attitude?	No follow-up communication is happening on personal items of interest or concern to the student. Communication appears to be 'all business' and primarily one sided. The majority of messages appear to be template messages and there is no sign of personalizing communication or response from students.	Conversations around relationships are occurring but there is very little follow up in future messages or conversations started by students. Conversations are not consistently happening between the staff member and students and are not individualized. Mass messages are consistently used to ask large groups of students relational messages best sent individually. Conversations occur inconsistently.	There is a lack of regular follow-up language that demonstrates a continuing knowledge of students' life situations. These conversations are sometimes individualized and happen inconsistently, but natually. Mass messages are sometimes used to ask large groups of students relational messages best sent individually, but conversations are occurring.	Conversations reflect a continuing personal knowledge of students' life situations, and a sensitivity of the challenges students are experiencing individually. These conversations are consistently individualized and happen frequently and naturally. Mass messages are only used for informational purposes.
	Intentional	3. Intentional - Does the language demonstrate an educational intent? When the staff member reaches a student and has a conversation, does it eventually result in reconnection to an educational goal or purpose? Does the staff member create scaffolding goals for the student in time-on-task, log-in-rates, activities, or other student-centric measurements?	Mass progress messages are the primary means of establishing expectations with students, which show a total lack of individualized goal setting. Responses do not relate to a previous statement and demonstrate listening. No specific goal setting has been done with students. There is little to no communication about student weekly schedule or any direction given on what is expected of studnets and how they are doing. Parents/Guardians are totally disregarded as a viable support.	Communications are very inconsistent regarding what is specifically needed for success, what is expected of students, and how to get there. Responses rarely relate to a previous statement and demonstrate listening. Goals are identified but lack specific steps and follow-up to reach that individualized goal. Staff rarely ask about student schedules so they can create a plan together to be successful that week. Very little Parent involvement.	Uses specific language with students but sends messages that lack individualization. Responses inconsistently relate to a previous statement and demonstrate listening. Goals are identified but inconsistently identify specific steps and follow-up to reach that individualized goal. Staff inconsistently ask about student schedules so they can create a plan together to be successful that week. Inconsistent involvement of parents/guardians to support staff and students.	Uses very specific language with students that is individualized. Responses relate to a previous statement and demonstrate listening. Goals are identified and specific steps are shared to reach that individualized goal. Staff intentionally ask about student schedules so they can create a plan together to be successful that week. If the student is not responding then staff intentionally implore the help of parents/guardians.
	Reflective	4. Reflective - Does the language demonstrate an encouragement for the student to reflect on efforts, outcomes, and benchmarks established from prior conversations and goals established with the staff member?	The staff member does not encourage students to reflect on students' contributions to either positive or negative outcomes. Outcomes are not in reference to previously established expectations, and they do not discuss goals, set achievements, and determine next steps.	Staff member rarely encourages the student to reflect on how they contributed to either positive or negative outcomes. Outcomes are not in reference to previously established expectations, and they rarely discuss goals, set achievements, and determine next steps.	Staff member inconsistently encourages the student to reflect on how they contributed to either positive or negative outcomes. Outcomes are not in reference to previously established expectations, and they discuss goals, set achievements, and next steps on a weekly basis.	Staff member encourages the student to reflect on how they contributed to either positive or negative outcomes regularly. Outcomes are in reference to previously established expectations, and they regularly discuss goals, set achievements, and next steps on a daily basis.
Message Practice	**Reliable**	5. Reliable - When the staff member communicates with the student about goals, plans, and timeframes, does the staff member demonstrate reliability with regular connection, follow through, and availability?	Student messages are not acknowledged and/or go unanswered. If the staff member establishes a benchmark goal with the student, it seems forgotten in the next conversation. The staff member may commit to an action, but does not follow through.	Responds to messages within the week but after 48 hours. Staff member follows through with action items or requests from students by the end of the week or after 48 hours. Follow up on goals occurs after 48 hours.	Responds to messages after 24 hours. Staff member follows through with action items or requests from students between 24 and 48 hours. Follow up on goals occurs within 48 hours.	Responds to messages daily, many times within minutes, and consistently closes conversations with the student. Staff member consistently follows through with action items or requests from students. There is always follow-up - that day or the next - on goals set with the student.
	Consistent	6. Consistent - Does the staff member attempt to use a consistent method and timeframe for communicating with the student based on the students' availability, setting schedules and establishing a standard method for communicating in order to increase stability and predictability for the student?	Staff member uses several ways to communicate with students causing confusion on how to reach students or for students to respond back. Staff member 'chases' the student to find them virtually, and does not establish one predictable and expected line of communication.	Staff member attempts to establish one consistent method of communicating with the student, but does not succeed. Staff member has very little consideration for students' schedules and availability, resulting in poor connectivity and a degredation of consistency. Staff member is still 'chasing' the student virtually, and does not establish one predictable and expected line of communication.	Staff member uses the same way to communicate each time, until the student decides not to respond anymore. Staff member is occasionally but not consistently aware of the best times to reach out to individual students and does so accordingly. Staff member has set expectations that students will use a consistent way to communicate.	Staff member uses the same line of communication each time so there is never a question of how to reach a student or how a student is to respond to the staff member. Staff member is aware of the best times to reach out to individual students and does so accordingly. When a student stops communicating, the staff member redirects the student back to the primary communication channel.
	Balanced	7. Balanced - Are there too many informational messages being sent out, with no student response? Most of a staff member's messages should result in a conversation with the student.	Messages appear to be all informational and/or commanding, and do not request a reply from students. Staff member does not reach out to parents when students do not reply. Communication from the staff member is too long and filled with many topics (3+), potentially overwhelming the student.	Some, but not most messages, are requesting a student reply. Staff members reach out to parents when a student does not reply on a very limited basis and not consistently. Messages are long and include two topics or focuses for the student to think about causing lack of clarity.	Most messages are used to initiate a reply from the student. Staff members reach out to parents most of the time when students do not reply. Messages are short and specific but include two topics or focuses for the student to think about.	The staff member regularly attempts to draw students into conversation by asking questions. If the staff member does not get responses, parents are being reached out to for support to work as a partner in their child's education. Messages are very short and to the point, with no more than one topic in each message so students don't get overwhelmed with what is being asked of them.
Message Outcomes	**Connective**	8. Connective - How frequently does the staff member have dialogue with each student. Ideally students and staff members are communicating multiple times during the day. (Dialogue Rate = Student Response Rate*Student Count/Staff Message Count), Communication Rate = Staff Message Count/Student Count)	Messages are not getting any responses from students. (Student Response Rate < 1) Messages are sent very infrequently to each student. (Communication Rate <=3) There is little, if any, dialog occuring between staff and students. (Dialogue Rate <15%) A large share of the student caseload is not having conversation with the staff member (Attendance Rate < 50%)	Very few responses are generated from staff messages (Student Response Rate of 2.5 or less) Messages are sent almost daily. (Communication Rate 4 - 4.9) Communication is primarily staff only. (Dialogue rate of 15% - 25%) Many students are not having conversation with the staff member. (Attendance Rate > 50%, < 70%)	Students are responding less than daily. (response rate of 2.5-4) Messages are sent daily (Communication rate 5) There is dialog occuring with students. (Dialogue rate > 30%, but < 40%) A majority of students are having regular conversation with the staff member (Attendance Rate > 75%, < 90%)	Students are responding at least daily to the staff member.(response rate greater than 4) Staff member communicates with students several times during the week. (Communication rate >5) Staff and students have conversation regularly during the week. (Dialogue rate > than 40%) Very few students are not communicating with the staff member (Attendance Rate > 90%)

Effective	**9. Effective - this is a continuum metric. The longer a staff member performs in the higher categories above, the more they will progress to the higher bracket here.**	Students are not showing improvement and or maximization in time-on-task, log-in-rates, and/or progress metrics; based on the specific goals of the staff member.	Students are showing improvement or maximization of specific goals, but the staff member struggles to obtain consistent committment from students from week to week. Building on previous successes with the student falters.	There is clear indication of regular improvement of engagement metrics within the staff member's caseload, based on the specific goals of the staff member.	There is clear indication of maximization of engagement metrics within the staff member's caseload. The staff member is considered a top performer in student engagement statistics, with other, comparable caseloads.