

Communication Rubric					
Section	Description	0	1	2	3
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 fear, shame, and/or threats to attempt to get the student to complete work.	Uses inconsistent tones. Sometimes threatening and demanding with a little positive sprinkled in when the student does what was requested.	Uses encouraging warm tones and words most of the time but not always. Uses words to show they believe in students sometimes. When negative consequences of a student's lack of engagement occur, the staff member sometimes uses negative reinforcement.	Uses encouraging, warm tones and words. Language is always 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 always 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?	The majority of messages appear to be template messages and there is no sign of personalizing communication. 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.	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.	Mass messages are sometimes used to ask large groups of students relational messages best sent individually, but conversations are occurring. There is a lack of regular follow-up language that demonstrates a continuing knowledge of students' life situations.	Conversations reflect a continuing personal knowledge of students' life situations, and a sensitivity of the challenges students are experiencing individually. These conversations 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?	There is little to no communication giving students any direction on what is expected of them and how they are doing. No specific goal setting has been done with students. Mass progress messages are the primary means of establishing expectations with students. Parents/Guardians are totally disregarded as a viable support.	Communications are very hit or miss in terms of being specific to what is needed for success, what is expected of students, and how to get there. Very little Parent involvement. There may be goal setting for the week, but then very little follow through on if that goal was met or not.	Uses specific language with students but sends messages primarily through a mass communication. Goals may be clear, but follow-up and accountability to the goals may be lacking. Very little intentional 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?	Communication does not reference previous conversations or goals. The staff member does not encourage students to reflect on students' contributions to either positive or negative outcomes.	Reflection is seldom encouraged or modeled. Reflection is inconsistent and not tied to positive or negative outcomes.	Reflection is encouraged often but not always. Outcomes are 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.
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?	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.	Attempts to establish one consistent method of communicating with the student, but there is very little consideration for students' schedules and availability, resulting in poor connectivity and a degradation of consistency.	Uses the same way to communicate each time, until the student decides not to respond anymore. Then the staff member resorts to chasing instead of establishing authority and responsibility for following established standards. Staff member is occasionally but not consistently aware of the best times to reach out to individual students and does so accordingly.	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.
Frequent	7. Frequent - How frequently does the staff member have dialogue with each student. Ideally students and staff members are communicating multiple times during the day.	Communication is happening less than 4 times a week with each student without dialog occurring between staff and students. Few responses are being received.	Communication is happening daily with each student, but is primarily only one-sided. (Communication rate 5, Dialogue rate of 25% or less)	Communication is happening daily and there is some, but inconsistent, dialog occurring with students, and not all students are receiving an appropriate level of contact. (Communication rate 5, Dialogue rate of greater than 30%, but less than 40%)	Communication is happening between staff and students everyday several times a day. (Communication rate >5, Dialogue rate of more than 40%)
Connective	8. Connective - Do students respond to the staff member when requested? This can be tracked by counting the student response rates. Top performers average a metric score over 4 in this category.	Messages are not getting any responses from students.	Less than 50% of the staff member's caseload responds each week. (response rate of 2.5 or less)	Between 50-90% of your caseload responds each week. (response rate of 2.5-4)	90% of your caseload responds each week. (response rate greater than 4)
Balanced	9. Balanced - Are there too many informational messages being sent out, with no student response? When you send primarily informational messages, damage to the relationship can result. Most of a staff member's messages should result in a conversation with the student.	Messages are not getting any responses, and appear to be all informational and/or demanding. Communication from the staff member is too long and filled with many topics, potentially overwhelming the student.	Messages are long and include two topics or focuses for the student to think about causing lack of clarity. Most messages are not initiating a student response.	Messages are short and specific but include two topics or focuses for the student to think about. More than 50% of messages are not used to initiate a response from the student.	Messages are very short and to the point, with no more than one topic in each message so students do not get overwhelmed with what is being asked of them. The staff member keeps personal communications personal and academic communications academic, and 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.
Effective	10. 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 be consistent from week to week. There appears to be no building on previous successes, due to lack of focus or consistency.	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.