

# RUBRIC

## Quality Work Design and Delivery

Use of data in the planning and delivery of instruction aligned to content standards using specific structures including professional development, differentiation, technology, and SIPS to help all students achieve excellence.

|   | Stages  |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Critical Elements   | Emerging<br>1   | Developing<br>2   | Proficient<br>3   | Mastery<br>4  | Distinguished<br>5  | Support Structures  |
| Plan for standards-based instructional delivery based on curriculum maps  | Staff is not aware of how to use curriculum maps for instructional planning                               | Staff is aware of curriculum maps but have not designed units of study around the maps  | Staff has developed some units of study around curriculum maps and there is some evidence of implementation | Staff has developed units of study and is fully implementing and integrating standards based on curriculum maps | Staff continuously engage in planning to synthesize, integrate and extend beyond standards  | <ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• UbD</li> <li>• Staff Development</li> <li>• Literacy and Math Guides</li> <li>• Design Qualities</li> </ul> |
| Collaboratively plan for design of quality work                           | Staff plan for instruction in isolation and are unaware of structures that promote collaborative planning | Staff is aware of collaborative structures but have not utilized them   | Staff have initiated or participated in some type of collaborative planning either horizontal or vertical   | Staff regularly plan collaboratively to design quality work either horizontally or vertically                   | Staff continuously seek new ways to improve instructional design by planning vertically and horizontally; staff functions like a professional learning community when creating quality work | <ul style="list-style-type: none"> <li>• Guides</li> <li>• Vertical and horizontal teams</li> <li>• Protocols</li> <li>• Staff Development</li> </ul>                           |
| Deliver instruction that engages students in meaningful, challenging work | Staff utilizes routine whole group instruction as a primary instructional practice                        | Staff is aware of design qualities that make work engaging for students but have not incorporated them into the delivery of instruction | Staff use design qualities to deliver lessons that are engaging for some students                           | Staff deliver meaningful, challenging work to every student based on what individual students need              | Staff continuously facilitates opportunities for students to develop and direct their learning  | <ul style="list-style-type: none"> <li>• Design Qualities</li> <li>• Staff Development</li> </ul>   |

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| Evaluate student work and performance to plan and inform instruction (formative assessment)               | Staff evaluation of student work focuses on compliance, class grades and test scores rather than mastery of content | Staff is aware of formative assessments that can inform instruction but have not utilized it for this purpose                | Staff implement formative assessment to plan and inform instruction in some areas   | Staff evaluate student work and performance to plan and inform instruction                | Staff continuously review and reflect on student work and performance to find ways to strengthen teaching and learning | <ul style="list-style-type: none"> <li>• Technology</li> <li>• Literacy and math Guides</li> <li>• Data Analysis</li> </ul>  |
| Use data to inform instruction (summative assessment)   | Staff have not been introduced to the concepts of using data to inform action as a part of continuous improvement   | Staff are aware of the concepts of using data to inform action as a part of continuous improvement                           | Staff are aware of the concepts of using data to inform action as a part of continuous improvement and there is some evidence that it is used to inform instruction | Staff use data to inform instruction in all areas   | Staff continuously collaborate to collect and analyze student achievement data in order to take informed actions       | <ul style="list-style-type: none"> <li>• SAS</li> <li>• (graduation rate, MAP, PASS, EOC, HSAP, achievement gap, grades, attendance, discipline)</li> <li>• Data walls</li> <li>• Collaboration</li> <li>• Technology</li> </ul> |
| Response to Intervention (What do I do when they have not learned? What do I do if they already know it?) | Staff are not aware of the need to respond to individual student instructional needs                                | Staff are aware of the need to respond to individual student instructional needs but need strategies in order to take action | Staff are aware of individual student instructional needs and there is some evidence of collaboration to determine the most appropriate strategy                    | Staff collaborate to analyze data and identify and address individual instructional needs | Staff continuously seek to find new ways to meet student instructional needs   | <ul style="list-style-type: none"> <li>• Literacy and Math Guides</li> <li>• SIT Meetings</li> <li>• RTI Plan</li> </ul>   |