

PROFESSIONAL LEARNING COMMUNITY/RESPONSIVE TIERED INSTRUCTION RUBRIC

Elements	Learning	Literal	Refinement	Internalized
<p><i>Collaborative Culture</i> Educators work together in collaborative teams to achieve student learning</p>	Teams meet regularly (weekly/biweekly/monthly) during the school day.	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.	Teams focus on prearranged topics that impact student learning, and make revisions to goals to improve team effectiveness.	Teams honor their collective commitments to each other and our students in order to maximize learning.
<p><i>Guaranteed Curriculum</i> Educators establish what we want our students to learn.</p>	Educators use district-developed curriculum guide resources.	Educators work together to define the essential learning and establish pacing.	Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.	Educators continually refine essential learning and guarantee a viable instructional program for all students.
<p><i>Common Assessment</i> Educators determine if each student has learned what we want them to learn.</p>	Educators use benchmark assessments several times throughout the year.	Educators analyze student work and assessments and discuss common criteria.	Educators consistently apply common criteria to assess student work and discuss formative instructional practices.	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.
<p><i>Ensuring Learning</i> Educators respond when some students have not learned it.</p>	Educators use school/district classes, established “pull out” or afterschool programs, and curriculum resources when students are identified for intervention.	Educators provide students with additional time and support that does not remove the student from new direct instruction, when they experience difficulty.	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.
<p><i>Enriching Learning</i> Educators extend and enrich the learning for students who have demonstrated mastery.</p>	Educators use school/district classes, established “pull out” or afterschool programs, and curriculum resources for identified students.	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.	Educators develop and utilize a timely, directive, and systemic plan for students who have moved beyond the essential learning.	Educators coordinate a flexible, supportive, and proactive system for students who have moved beyond the essential learning.