Tier One Implementation *Self-Reflection* Rubric
Office of Professional Development

Level of Implementation Teacher Questions	Standards Awareness 1	 2	Standards-Based 3	 4	Standards & Data Driven 5
Standards "How do I communicate the evidence outcomes to students to identify what they will be expected to know, understand, and be able to do?"	"What standards and evidence outcomes should I teach?"	"I know what the content standards and evidence outcomes are, and I use them to focus my planning."	"I know the content standards and evidence outcomes and have a clear vision of what mastery of those standards looks like."	"I communicate to students the content standards and evidence outcomes and describe what mastery looks like."	"My students know the evidence outcomes and can explain using specific language and examples what they are expected to know and be able to do."
Assessment "How do I assess to evaluate and enhance student learning?"	"I am not sure how to assess mastery of the standards. I use commercially prepared tests or prepare one just before giving it."	"I align assessments with content standards. I've determined what is the best way for students to demonstrate me they have mastered the standards."	"I consistently use a variety of diagnostic, formative, and summative assessments so that I know where students are performing in relation to the standards."	"I share my assessment expectations, models, and scoring guides. My students and I are able to communicate their level of learning in relation to the standards."	"My students and I are able to communicate their level of learning in relation to the standards at all times. Students can also identify next steps in their learning."
Intentional planning for use of academic language (SIOP) "How do I plan in order to ensure access, engagement, and student learning?"	"I am not intentionally planning to include reading, writing, listening, and/or speaking activities."	"I intentionally include reading, writing, listening, and/or speaking activities."	"My students are engaged in meaningful reading, writing, listening, and/or speaking activities that support their learning of evidence outcomes."	"My students use academic language to engage in meaningful reading, writing, listening, and/or speaking activities that support their learning of evidence outcomes and correspond to clearly defined and displayed language objectives."	"My students use academic language to engage in differentiated, meaningful reading, writing, listening, and/or speaking activities that integrate lesson concepts and correspond to clearly defined, displayed, and reviewed language objectives."

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Lesson Design and Delivery "How do I make my teaching intentional, meaningful, and purposeful?"	"My instruction does not intentionally link to an evidence outcome."	"Some of my instruction helps students develop knowledge, skills, and understandings related to an evidence outcome."	"All of my instruction and learning activities help students develop knowledge, skills, and understandings necessary to attain ***mastery*** of an evidence outcome."	"All of my instruction and activities help students develop knowledge, skills, and understandings necessary to attain mastery of an evidence outcome. Lessons are differentiated."	"All of my instruction and activities help students develop knowledge, skills, and understandings necessary to attain mastery of an evidence outcome. Lessons are differentiated, rigorous, engaging and include cognitively complex tasks. I see my students make connections and transfer knowledge to other content areas and situations."
Feedback "How can my feedback propel students into deeper levels of learning?"	"I provide general feedback to students. Feedback may be vague or delayed, limiting its use to students."	"I provide timely feedback. Comments are general. Next steps are not clear."	"I provide clear, specific, and timely feedback to students. Feedback is balanced and descriptive with strengths as well as next steps."	"I provide clear, specific, and timely feedback to students. Feedback is balanced and descriptive with strengths as well as next steps. Additionally, students are given opportunities to self-assess."	"I provide clear, specific, and timely feedback to students. Feedback is balanced and descriptive with strengths as well as next steps. Additionally, students are given opportunities to self-assess, and they 3are supported in identifying next steps in their learning."

Core Instruction — How do we teach effectively to ensure all students learn?

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Instruction and Intervention "How do I know my students are progressing?" "What do we do when students don't learn or reach mastery before expectation?"	"I don't collect formative assessment data. I assess at the end of a unit."	"I collect formative assessment data, but primarily use end of unit assessments to identify level of student performance."	"I collect and use formative assessment data to determine how students are doing. I adjust my instruction based on this data."	"I collect and use formative assessment data to determine how individual students are doing. I use that information to group students, differentiate instruction, and evaluate and adjust my instruction."	"My students and I collect and use formative assessment data to determine performance levels. I use that information to group students, differentiate, evaluate, and adjust my instruction. Students use their information to monitor their learning in relation to the standard."
Classroom Environment & Relationships "How do I use the physical and emotional environment of the classroom to maximize student learning?"	"I promote a safe and secure environment."	"I promote a safe and secure environment. Rules and routines are established. I am fair and consistent."	"I promote a safe and secure environment. Rules and routines are established. I am fair and consistent. My students and I have strong relationships. Physical and emotional environment supports learning."	"I promote a safe and secure environment where rules and routines are followed consistently with seldom need for reminders. I am fair and consistent. There is evidence of strong relationships among all members of the classroom community. Physical and emotional environment supports learning. I have high expectations for every student."	"The norms and behaviors of my students indicate a sense of ownership of the classroom environment and relationships. They hold themselves and each other accountable for safety, security, rules and routines. My students and I have high expectations for ourselves and others."