

## **Instructional Teams: Working Toward High Quality Implementation**

### **Self-assessment Rubric**

School improvement is premised on the firm belief that it is best accomplished when directed by the *people closest to the students*, including classroom teachers, specialists, and school administrators. When working [collaboratively](#) in Instructional Teams, rather than in isolation, they positively impact student achievement (Hattie, 2009). Research-based indicators of effective practice help guide instructional teams to do their work. This process begins by establishing structures and organization for effective meetings. Once these have been established, the teams turn to the work of developing standards-aligned units of instruction, among other tasks.

The term *Unit of Instruction* is meant to include the following components:

- References to appropriate grade-level and subject standards and benchmarks
- Concepts, principles, and skills covered within the unit
- Objectives aligned to standards and benchmarks
- Pre-/Post-assessments used to determine mastery
- Criteria for mastery

The purpose for this rubric is to provide instructional teams a tool to help self-assess their progress toward developing productive teams and creating units of instruction. Addressing these areas with fidelity will greatly enhance the adult practices and student success in the building. In addition, districts and SEAs can participate in this self-assessment, gain valuable insights, and can then provide targeted professional development and technical assistance to their schools.

Additional rubrics will be provided to help instructional teams assess their development and use of assessments and data systems to evaluate the strengths and weaknesses of the curriculum and instructional strategies, make decisions about student placements, and determine which students need additional support and/or enhancements.

Note: The entries within each cell are examples and are general and suggestive in nature. They are not a specific list that must be followed exactly. In order to obtain a score of “*III. Full Development or Implementation*” the team should meet the conditions for getting a score of “*II. Limited Development or Implementation.*”

Footnotes in the first column (“Component”) refer to specific Indicators of Effective Practice.



## Instructional Team

<b>Component:</b> (Footnotes refer to Indicators of Effective Practice)	<b>I. No Development or Implementation</b>	<b>II. Limited Development or Implementation</b>	<b>III. Full Development or Implementation</b>
<i>Instructional Team (IT) Composition</i> <sup>1</sup>	<ul style="list-style-type: none"> <li>No IT exists</li> </ul>	<ul style="list-style-type: none"> <li>The IT includes limited representation:               <ul style="list-style-type: none"> <li>Classroom teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The IT is organized by grade-level, grade-level cluster, or subject-area with representation from the school and district staff, including:               <ul style="list-style-type: none"> <li>Special Education</li> <li>ELL</li> <li>Reading</li> <li>Math</li> <li>Instructional Coaches</li> <li>Administration</li> <li>District Support Specialists</li> </ul> </li> </ul>
<i>Frequency of IT Meetings</i> <sup>2</sup>	<ul style="list-style-type: none"> <li>No meetings held</li> </ul>	<ul style="list-style-type: none"> <li>IT meetings held occasionally, but less than twice a month to conduct business</li> <li>IT meetings held less than monthly for 4-6 hours to develop and refine units of instruction and review student learning data</li> </ul>	<ul style="list-style-type: none"> <li>IT meetings held twice a month to conduct business</li> <li>IT meetings held once a month for 4-6 hours to develop and refine units of instruction and review student learning data</li> <li>IT meetings held whole days before and after the school year to develop and refine units of instruction and review student learning data</li> <li>IT meetings held more frequently, as needed</li> </ul>
<i>IT Attendance and Participation</i>	<ul style="list-style-type: none"> <li>No IT exists</li> </ul>	<ul style="list-style-type: none"> <li>Some (not all) IT members attend meetings</li> <li>Some (not all) IT members participate in meetings</li> </ul>	<ul style="list-style-type: none"> <li>All IT members attend regularly</li> <li>All IT members participate</li> <li>Additional staff and resource support are invited to attend some IT meetings to add perspective and provide feedback</li> <li>All members engage in dialogue, questioning, and debate</li> </ul>

<sup>1</sup> Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. [Wise Ways](#) [Video](#)

<sup>2</sup> Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.

Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. [Wise Ways](#) [Video](#)



## Instructional Team (Continued)

<b>Component:</b> (Footnotes refer to Indicators of Effective Practice)	<b>I. No Development or Implementation</b>	<b>II. Limited Development or Implementation</b>	<b>III. Full Development or Implementation</b>
<i>Agendas</i> <sup>3</sup>	<ul style="list-style-type: none"><li>No agendas created</li></ul>	<ul style="list-style-type: none"><li>Agendas created for some meetings</li><li>Agendas provide date, beginning and ending times, and locations</li><li>Agendas provide topics to be discussed and/or decided</li></ul>	<ul style="list-style-type: none"><li>Agendas created for all meetings</li><li>Agendas distributed prior to meetings</li><li>Agendas reviewed at the beginning of meetings</li><li>Agendas revised, if necessary, at the beginning of meetings</li></ul>
<i>Minutes</i> <sup>4</sup>	<ul style="list-style-type: none"><li>No minutes kept</li></ul>	<ul style="list-style-type: none"><li>Minutes from some IT meetings kept</li><li>Minutes sometime reviewed at the beginning of meetings</li><li>Minutes sometimes distributed to team members</li></ul>	<ul style="list-style-type: none"><li>Minutes from all meetings kept</li><li>Minutes from previous meeting reviewed at the beginning of meetings</li><li>Minutes accepted or revised to accurately reflect the previous meeting</li><li>Minutes emailed or otherwise distributed to all staff in a timely manner before and after meetings</li></ul>

<sup>3</sup> All teams prepare agendas for their meetings. [Wise Ways](#)

<sup>4</sup> All teams maintain official minutes of their meetings. [Wise Ways](#)



## Creating Units of Instruction

<b>Component:</b> (Footnotes refer to Indicators of Effective Practice)	<b>I. No Development or Implementation</b>	<b>II. Limited Development or Implementation</b>	<b>III. Full Development or Implementation</b>
<i>Units of instruction created for each subject and grade level<sup>5</sup></i>	<ul style="list-style-type: none"> <li>No units of instruction created for subjects or grade levels</li> </ul>	<ul style="list-style-type: none"> <li>Units of instruction created for some subjects and/or grade levels</li> <li>Units of instruction created for portions of the school year</li> </ul>	<ul style="list-style-type: none"> <li>Units of instruction created for each subject and grade level</li> <li>Units of instruction created for the entire school year</li> <li>Units of instruction include all components (<u>Indicators in Action Instructional Planning Workbook</u>, p. 15-16)</li> </ul>
<i>Units of instruction align to standards/benchmarks<sup>5</sup></i>	<ul style="list-style-type: none"> <li>No units of instruction created</li> <li>Units of instruction do not align to standards/benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Some, not all, units of instruction align to standards/ benchmarks</li> <li>Some units of instruction align to inappropriate standards/benchmarks for subject and/or grade level.</li> </ul>	<ul style="list-style-type: none"> <li>All units of instruction align to appropriate standards/benchmarks for the subject and/or grade level</li> </ul>
<i>Units of instruction include standards-based objectives<sup>6</sup></i>	<ul style="list-style-type: none"> <li>No objectives included</li> </ul>	<ul style="list-style-type: none"> <li>Some units of instruction include standards-based objectives</li> <li>Some objectives support the standards.</li> </ul>	<ul style="list-style-type: none"> <li>All units of instruction include a comprehensive list of standards-based objectives</li> <li>All units of instruction support the standards-based objectives</li> </ul>

<sup>5</sup> Instructional Teams develop standards-aligned units of instruction for each subject and grade level. [Wise Ways](#) [Video](#)

<sup>6</sup> Units of instruction include standards-based objectives and criteria for mastery. [Wise Ways](#)



## Creating Units of Instruction (Continued)

<b>Component:</b> (Footnotes refer to Indicators of Effective Practice)	<b>I. No Development or Implementation</b>	<b>II. Limited Development or Implementation</b>	<b>III. Full Development or Implementation</b>
<i>Units of instruction include criteria for mastery of objectives<sup>6</sup></i>	<ul style="list-style-type: none"> <li>No criteria for mastery included</li> </ul>	<ul style="list-style-type: none"> <li>Some units include criteria for mastery</li> <li>All units of instruction include criteria for mastery, and some need adjustment to higher or lower levels of achievement</li> </ul>	<ul style="list-style-type: none"> <li>All units of instruction include appropriate criteria for mastery of objectives</li> </ul>
<i>Units of instruction include pre-/post-tests to assess student mastery of objectives<sup>7</sup></i>	<ul style="list-style-type: none"> <li>No pre/post-tests included</li> </ul>	<ul style="list-style-type: none"> <li>Some units of instruction include pre-/post-tests to assess student mastery of objectives</li> <li>Some units of instruction are lacking either pre- or post-tests</li> <li>Some pre-/post-tests require revision to more effectively assess student mastery of objectives</li> </ul>	<ul style="list-style-type: none"> <li>All units of instruction include appropriate pre-/post tests that accurately assess student mastery of objectives.</li> </ul>
<i>Units of instruction include learning activities<sup>8</sup></i>	<ul style="list-style-type: none"> <li>No learning activities included</li> </ul>	<ul style="list-style-type: none"> <li>Some units of instruction include learning activities</li> <li>Some learning activities meet the needs of students in the grade level and/or subject</li> <li>Some learning activities support the objectives of the unit while other learning activities do not</li> <li>Some units of instruction include learning activities that align with the pre-/post-tests while others do not</li> </ul>	<ul style="list-style-type: none"> <li>All learning activities support the objectives of all units and align with the pre-/post-tests</li> <li>All learning activities are engaging and appropriate for the grade level and/or subject</li> <li>All learning activities allow for differentiation according to the needs and capabilities of students in the grade level and/or subject</li> </ul>

<sup>6</sup> Units of instruction include standards-based objectives and criteria for mastery.

<sup>7</sup> Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. [Wise Way](#)

<sup>8</sup> Units of instruction include specific learning activities aligned to objectives. [Wise Way](#)



## Creating Units of Instruction (Continued)

<b>Component:</b> (Footnotes refer to Indicators of Effective Practice)	<b>I. No Development or Implementation</b>	<b>II. Limited Development or Implementation</b>	<b>III. Full Development or Implementation</b>
<i>Units of instruction include instructional strategies</i>	<ul style="list-style-type: none"><li>No instructional strategies included</li></ul>	<ul style="list-style-type: none"><li>Some units of instruction refer to appropriate instructional strategies</li><li>Some instructional strategies are appropriate for the learning activities (Not all strategies are appropriate for all activities and settings)</li><li>Most instructional strategies are research based as effective for setting and purpose</li></ul>	<ul style="list-style-type: none"><li>All units of instruction include instructional strategies</li><li>All instructional strategies are research based as effective for setting and purpose</li><li>All instructional strategies support the learning activities to which they are applied</li></ul>