

## Centennial Collaborative Planning Cycle Rubric

INDICATOR	PRE-INITIATING	INITIATING	IMPLEMENTING	DEVELOPING	SUSTAINING
<b>NORMS</b>	No norms established	Teams collaborate to establish norms to guide planning	Norms provide structure for planning and most members consistently abide by them.	Norms provide structure and all team members consistently abide by them	Teams consistently monitor and adjust norms and have systems in place when norms are not followed
<b>RESOURCES</b>	Teams do not have an understanding of which resource to use and where they are located	Teams bring non-approved/aligned resources that may not be aligned with TEKS, share ideas and only a few teachers participate in the discussion	Team members utilize district approved/aligned resources and share them with the team	Teams share district approved/aligned resources prior to meeting. Members come prepared to take part in the discussion.	Through targeted and thorough discussion, teacher connect district approved/aligned resources and state standards with lesson delivery
<b>BACKWARDS DESIGN</b>	TEKS are not discussed during collaborative planning	Team members read the TEKS before planning for instruction	<p>The backwards planning process includes:</p> <ul style="list-style-type: none"> <li>● Learning targets</li> <li>● Student behaviors (<i>How do we know when they have learned it?</i>)</li> <li>● Teacher behaviors( <i>How will we respond when learning has not occurred?</i>)</li> </ul> <p>No connection is made between behaviors and instruction</p>	<p>The backwards planning process includes:</p> <ul style="list-style-type: none"> <li>● Learning targets</li> <li>● Student behaviors (<i>How do we know when they have learned it?</i>)</li> <li>● Teacher behaviors( <i>How will we respond when learning has not occurred?</i>)</li> <li>● Student behaviors</li> <li>● Teacher behaviors</li> </ul>	<p>The backwards planning process includes:</p> <ul style="list-style-type: none"> <li>● Learning targets</li> <li>● Student behaviors (<i>How do we know when they have learned it?</i>)</li> <li>● Teacher behaviors( <i>How will we respond when learning has not occurred?</i>)</li> <li>● Student behaviors</li> <li>● Teacher behaviors</li> </ul>

				Teachers begin to discuss where behaviors occur in lesson delivery	Teachers discuss where behaviors occur in lesson delivery.  Unpacking/Discussion impact lesson delivery including scaffolding, differentiation and include cross-curricular integration.
<b>UTILIZATION OF ASSESSMENTS AND DATA</b>  <b>GOAL: THIS IS DOMAIN IS THE HEART OF YOUR PLANNING</b>	<p>Teachers use district assessments but have little understanding of how to analyze results and plan instruction accordingly.</p> <p>Teachers are unfamiliar with how to create their own formative assessments and use information to guide instruction.</p>	Teachers utilize district and teacher created assessments to assign grades and occasion plan interventions.	Teachers utilize district and teacher created assessments to assign grades and occasion plan interventions. Analysis of grade level data is discussed informally	Collaborative teams frequently use district and teacher created common formative assessments to plan instruction and interventions. Members use data to develop more effective instructional strategies resulting in increased student achievement.	<p>Frequent common formative assessments provide the vital information that fuels the school's systems of instructional strategies, intervention and enrichment.</p> <p>Members who struggle to teach a skill are learning from those who are getting the best results.</p>
<b>PROFESSIONAL CAPACITY</b>	Teachers are uncomfortable with growing their own capacity for learning and leading. Reflection and application of new learning is not evident.	Few teachers are comfortable with growing their own capacity for learning and leading. Reflection and application of new learning is inconsistent.	Some teachers are comfortable with growing their own capacity for learning and leading. Reflection and application of new learning are implemented consistently.	Most teachers are comfortable with growing their own capacity for learning and leading. Self-reflection and application of new learning are implemented consistently.	The campus culture reflects teacher seeking feedback from others, researching information and self-reflection to grow their professional capacity.

<b>RELATIONSHIPS</b>	Teams have superficial interaction and an unclear purpose. Members are hesitant to share ideas and feedback.	Teams have unclear purpose or varied interpretations, resist feedback and cliques impact team dynamics	Teams have a shared purpose and understanding, trust one another and are open to ideas. Conflict is solved in a mature manner.	Teams have a shared purpose, exhibit high trust resulting in high risk, seek alternative opinions and ideas and invite feedback.	Team culture reflects a shared purpose and mission. Members work interdependently to influence student achievement.
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\*DuFour, Richard, Rebecca DuFour, Robert Eaker, Thomas Many and Mike Mattos *Learning by Doing : A Professional Learning Communities at Work* 3rd ed. Bloomington, IN Solution Tree 2016