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**Reflection Rubric –**

**Use of Data, Implementation of Change & Use of Intervention**

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| **4 – Exemplary** | **3 – Proficient** | **2 – Progressing** | **1 – Not Meeting Standards** |
| **Use of Data**Teachers collect data in a standard format across the grade level.Teachers meet weekly to examine student data using a standard format.The KOB list is reviewed weekly during collaborative time. Data, interventions and strategies are recorded on KOB lists. The data is clear and easy to understand.There is clear and consistent record of decision-making directly related to data with specifics as to strategies, roles and responsibilities. | **Use of Data**Teachers collect student data in a variety of formats.Teachers meet monthly to examine student data using a standard format.The KOB list is reviewed every three weeks. Data, interventions and strategies are recorded on KOB lists. The data is clear and easy to understand.There is a clear and consistent record of decision-making directly related to data.  | **Use of Data**Teachers collect student data inconsistently.Teachers meet quarterly to discuss student learning, review student data and complete the KOB list.The KOB list is reviewed inconsistently. Some data is recorded in the KOB list to assist with progress monitoring.Teachers sometimes share successful strategies and best practices that have been effective for struggling students or students who mastered the content. | **Use of Data**Teachers rarely collect student data.Meetings for data analysis are diverted by announcements, discipline, social and/or personal matters.Data on student achievement is discussed only by averages or school wide average rather than a specific analysis of each student and classroom performance.Data is not recorded on the KOB list nor are the concerns and interventions/strategies being implemented.  |

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| **4 – Exemplary** | **3 – Proficient** | **2 – Progressing** | **1 – Not Meeting Standards** |
| **Implementation**Teachers establish shared expectations for implementing specific instructional changes in the classroom and develop plans collaboratively.Teachers implement changes in classroom instruction consistently across classrooms and share out successes and challenges. | **Implementation**Teachers establish shared expectations for implementing specific instructional changes in their classroom.Teachers implement changes in classroom instruction consistently across the grade level. | **Implementation**Teachers establish some shared expectations for implementing specific instructional changes in classrooms.Teachers implement changes in classroom instruction in individual classrooms. | **Implementation**Teachers establish individual expectations for implementing specific instructional changes in the classroom.Teachers do not implement changes in classroom instruction. |
| **Intervention**There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated instruction and are progress monitored in the classroom and during their E/I block.Teacher recommends students for the Student Data Team process after consulting with colleagues, implementing several opportunities for improvement with documented progress monitoring. | **Intervention**There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and during their E/I block.Teacher recommends students for the Student Data Team process after implementing a few opportunities for improvement with appropriate progress monitoring.  | **Intervention**There is minimal evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and/or during their E/I block.Teacher recommends students for the Student Data Team process after implementing limited opportunities for improvement and without progress monitoring. | **Intervention**There is little to no evidence of interventions or enrichment based on collected data.Teacher recommends students for the Student Data Team process without adjusting instructional strategies. |