

## Learning Focused Schools Rubric

*Beginning Implementation*

*Full Implementation*

<b>Curriculum</b>				
<i>1. Prioritized curriculum</i>	No prioritized curriculum exists.	A prioritized curriculum exists for some content areas/grades.	The prioritization of curriculum is complete but not in use in all classrooms.	A prioritized curriculum is in use school-wide.
<i>2. Curriculum maps</i>	No curriculum map exists.	Curriculum maps exist for two or more core content areas/grades and are in use in some classrooms.	Curriculum maps exist for all core content areas and are in use in most classrooms.	Curriculum maps exist for all core content areas and there is evidence of school-wide use.
<i>3. Curriculum units</i>	No curriculum units exist.	Curriculum units are being developed for some content areas/grades.	Curriculum units are developed for the core content areas/grades.	Curriculum units are developed and there is evidence of school-wide use.
<b>Instruction</b>				
<i>1. Essential question</i>	Essential questions are not in use.	Essential questions are utilized in some classroom lessons.	Essential questions are utilized in most classroom lessons.	Essential questions are used in all classroom lessons.
<i>2. Activating Strategies (i.e., discussion/questioning, graphic organizer, or other strategies which involve students in utilizing prior knowledge)</i>	No activating strategies are in use.	Activating strategies are in use in some classrooms.	Activating strategies are in use in most classrooms.	Activating strategies are in use school-wide.
<i>3. Vocabulary development</i>	There is no organized plan for vocabulary instruction in core academic subjects and classrooms do not have word walls.	Some classrooms have word walls and vocabulary is introduced prior to the lesson in at least one or more content areas.	Students are engaged in word study in most content areas and word walls are utilized and targeted toward current units of study.	There is school-wide use of word walls and vocabulary development in context before, during, and after the lesson.

<b>4. Cognitive Teaching Strategies (i.e., distributed guided practice, collaborative pairs, graphic organizers)</b>	Cognitive teaching strategies are not being used.	Learning-focused cognitive teaching strategies are used in some classrooms.	Learning-focused cognitive teaching strategies are being used in most classrooms.	Learning-focused cognitive teaching strategies are being utilized consistently and pervasively school-wide.
<b>5. Scaffolding</b>	No differentiated instruction is provided to support students according to their instructional needs.	Differentiated instruction is provided occasionally by some teachers to support some students according to their instructional needs.	Differentiated instruction is provided by most teachers to support students according to their instructional needs.	Differentiated instruction is provided to support all students according to their instructional needs.
<b>6. Acceleration</b>	No differentiated instruction is provided prior to the core lesson to give students necessary background knowledge.	Differentiated instruction is occasionally provided prior to the core lesson to give students necessary background knowledge.	Differentiated instruction is frequently provided prior to the core lesson to give students necessary background knowledge.	Differentiated instruction is consistently provided prior to the core lesson to give students necessary background knowledge.
<b>7. Extending and Refining (i.e., Cause/Effort, Compare/Contrast, Classify/Categorize)</b>	Students are not asked to extend and refine their learning through the use of higher level thinking skills.	Extending and refining activities are used occasionally by some teachers.	Extending and refining activities are used in most lessons.	Students are consistently asked to extend and refine their learning through the use of higher level thinking skills.
<b>8. Summarizing</b>	No summarization of learning occurs during or at the end of the lesson.	Summarization of learning occurs at the end of lessons, but it is primarily teacher-focused.	Summarization of learning occurs during and at the end of lessons but it is primarily teacher-focused.	Students summarize learning during and at the end of the lesson and the teacher gathers evidence of student learning.
<b>9. K-12 Reading Comprehension</b>	Students do not receive the instructional support in reading necessary for academic success.	Some students receive the instructional support in reading necessary for academic success.	Most students receive the instructional support in reading necessary for academic success.	All students receive the instructional support in reading necessary for academic success.
<b>10. K-12 Writing in Content</b>	There is no organized emphasis on writing across the curriculum.	Writing activities, with a school-wide method of evaluation, occur occasionally across the curriculum in some content areas.	Writing activities, with a school-wide method of evaluation, occur frequently across the curriculum in more than one content area.	Writing activities, with a school-wide method of evaluation, occur across the curriculum in all content areas.

<b>Assessment</b>				
<i>1. Analysis of Data (i.e. CRCT scores, benchmark assessments, norm referenced test scores, formative student data, etc.)</i>	No analysis of data is occurring.	Data analysis is taking place for one or more assessments and with thorough analysis procedures.	Thorough analysis of assessments occurs for some assessments, and with all relevant staff members.	School-wide, administrators and teachers analyze all assessments to determine opportunities for improvement and monitor goals.
<i>2. Formative Assessment (i.e., answers to essential questions, summarizing strategies, think-pair-share, class quizzes, student journals)</i>	Formative assessments are used randomly but do not guide teachers in improving instruction or monitoring student learning.	Formative assessments are used in some classrooms to guide instruction and monitor student learning.	Formative assessments are used in most classrooms to guide instruction and monitor student learning.	School-wide, teachers continuously utilize formative assessment to monitor student learning and improve instruction.
<i>3. Benchmark Assessments</i>	Benchmark assessments are not developed for any content area.	Benchmark assessments are developed for one core content area and the results are being used to differentiate instruction.	Benchmark assessments are developed for two or more core content areas and the results are being used to differentiate instruction.	Benchmark assessments are developed school-wide for all core content areas and the results are being used to differentiate instruction.
<i>4. Rubrics</i>	Rubrics are not used to guide students toward meeting standards.	Rubrics are used, when appropriate, in some classrooms to guide students toward meeting standards.	Rubrics are used, when appropriate, in most classrooms to guide students toward meeting standards.	Rubrics are used school-wide consistently and pervasively to guide students toward meeting standards.
<b>Organization/Planning</b>				
<i>1. Initial Training</i>	Some of the teachers and all administrators have received the initial two day training.	All staff members have received the initial two day training.	All staff members have received the initial two day training and some teachers and administrators have received the three day training.	All staff members and administrators are trained in LFS strategies.
<i>2. Leadership Team</i>	There is no school leadership team.	There are regularly scheduled meetings of the school leadership team but it is not utilized as decision-making body.	There are regularly scheduled meetings of the leadership team and the team is utilized as a decision-making body; however, curriculum and instruction are not the primary focus.	The leadership team involves all teachers in the decision-making process for curriculum and instruction.

<b>3. Collaborative Planning for teachers</b>	There are no regularly scheduled collaborative planning opportunities by grade, multi-grade or department.	There is evidence that collaborative planning opportunities by grade, multi-grade, and department have been scheduled, inclusive of time spent studying student work samples.	Grade/department/multi-grade teams meet on a regular basis and are used consistently and pervasively for curriculum/instruction decision-making and for the collaborative study of student work samples.	Grade/department/multi-grade teams meet on a regular basis and their collaborative recommendations are implemented schoolwide.
<b>4. Reflection Meetings</b>	No reflection meetings with school administrator and a teacher team occur.	Reflection meetings occur on an infrequent basis and/or the school administrator does not attend regularly.	Reflection meetings occur frequently; however, an administrator is not regularly in attendance.	Reflection meetings occur, with an administrator present, a minimum of twice monthly.
<b>5. Administrative Monitoring</b>	Administrators have not established clear expectations for implementation or monitoring of implementation.	Administrators have established expectations for implementation, but there is no consistent and pervasive monitoring.	Administrators have established expectations for implementation but monitoring is not consistent and pervasive.	Administrators clearly relate their expectations for implementation of LFS and regularly monitor implementation strategies throughout the year.
<b>6. Scheduling in elementary and middle schools</b>	The class schedule has not been analyzed to determine needed time for reading and math.	The class schedule has been analyzed to determine needed time for reading and math but no changes have been made.	Scheduling changes to increase instructional time have been made in either reading and math but not both.	The school class schedule has adequate blocks of time allotted for the teaching of reading and math.
<b>7. Opportunities for continued learning to support and enhance LFS strategies</b>	No additional opportunities for continued professional learning beyond the initial LFS training are planned.	Some additional opportunities for professional learning related to LFS are planned for staff members, but teachers do not have opportunities to visit and observe other teachers using LFS.	Additional opportunities for professional learning related to LFS are planned for staff members and some teachers have opportunities to visit and observe other teachers using LFS.	Additional opportunities for professional learning related to LFS are planned for all staff members, and teachers have consistent opportunities to visit and observe other teachers using LFS.
<b>8. Coaching</b>	There is no one available to coach teachers in the effective implementation of LFS strategies.	A limited amount of coaching is done by school or system administrators in the effective implementation of LFS strategies.	Some classroom teachers have opportunities to work with a trained LSF coach on the effective implementation of LFS strategies.	As needed, all classroom teachers have opportunities to work with a trained LSF coach on the effective implementation of LFS strategies.