

Roll out of strands by domain
Phase 1
Phase 2
Phase 3

## Coaching and Development Rubric Snapshot

### Assessment and Data

AD 1, Multiple sources of academic and non-academic data used together **always** drive instructional decision-making.

AD 2, Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and **rigorous**.

AD 3, Students receive timely, **frequent**, and specific feedback from both teachers and peers in order to improve.

AD 4, Students **regularly** have multiple opportunities and ways to demonstrate mastery.

### Instructional Rigor

IR 1, Learning objectives are **regularly** differentiated based on students' level of content mastery.

IR 2, Students access content through varied learning experiences that are authentic, relevant, and **rigorous**.

IR 3, Students follow customized pathways **that adapt as necessary** to accomplish their academic and non-academic goals.

IR 4, Students have the opportunity to work independently, in regularly-evolving peer groups varied by size and make-up, and with teacher(s) to accomplish their academic **and non-academic goals**.

IR 5, Students advance upon demonstration of the **highest level** of mastery.

### Student Agency

SA1, Students **set** personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.

SA 2, Students **frequently** make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.

SA3, Students advocate for the needs, interests, and aspirations for themselves **and their classroom community**.

### Classroom Culture

CC 1, Established routines and procedures maximize instructional time and are **largely** managed by students.

CC 2, All students hold themselves **and each other** accountable to high standards and initiate improvements to work and behavior.

CC 3, Students **always** believe they can grow their knowledge and skills and realize success through effort (growth mindset).

CC4, Students believe they belong in the learning community and **actively contribute to nurturing a sense of belonging among their peers**.