Learning Team Rubric

Structure	Critical Feature	Aware	Developing
Organization	Membership and Representation	Teams include only some grade level or content teacher groups. The team is lacking participation from others (e.g., special education, ELD, Title I, specialists).	Teams include participation of grade level or core content area teachers and specialists (e.g., special education, ELD, Title I).
Organization	Roles and Responsibilities	Roles and responsibilities of team members are informally understood. Attendance is inconsistent.	Roles (e.g., facilitator, note keeper, time keeper, and leadership team designee) are defined and responsibilities of members (e.g., attendance, participation, and preparation) are informally understood.
Organization	Meeting Frequency	Teams meet at least 45 minutes weekly.	Teams meet at least 60 minutes weekly.
Organization	Meeting Protocols, Norms and Facilitation	A meeting protocol may include established norms, celebrations, and processes led by teacher leaders.	A formal meeting protocol includes established norms, celebrations, and processes led by teacher leaders.
Function	Vision and Mission	The team members understand the need to align their work with the school improvement plan to support the school vision and mission.	Goals are partially aligned with the school improvement plan to support the school vision and mission.
Function	Shared Understanding of Learning Team Work	Evidence-based instructional strategies are learned and implemented in the classroom. A school improvement plan records the action steps for implementation.	Evidence-based instructional strategies are learned and supported with coaching using periodic formative assessment to determine the extent of student learning. A school improvement plan records the action steps for implementation.
Function	Relationships	Team members talk about student learning, problems, possible resolution of conflicts, and share ideas, perspectives and opinions.	Team members collaborate to increase student learning, solve problems, resolve conflicts, and share ideas, perspectives and opinions.
Function	Discussion and Decision Making	Discussions and decisions reflect use of a protocol and student data to determine next steps for instruction.	Discussions and decisions reflect use of a standard protocol and classroom student work and data to determine the next steps for instruction.
Function	Responsive and Systemic Planning *(Plan-Do-Study-Act: PDSA)*	Teams gather assessment data to identify and record next steps in the PDSA cycle [*Plan for instruction (PLAN), deliver instruction (DO), share evidence of student learning (STUDY), determine next steps (ACT)].*	The team process provides structure for teachers to gather assessment and student work data. Use of the PDSA cycle is inconsistent *[Plan for instruction (PLAN), deliver instruction (DO), share evidence of student learning (STUDY), determine next steps (ACT)].*
Communication	Communication	Team members understand the need for a communication plan to share information with all stakeholders (e.g., various grade or content teams, leadership team, other instructional staff, and students), and they are exploring the development of a communication plan.	The communication plan includes an appropriate timeline for sharing instructional strategy changes and is shared within the team.
Communication	Feedback Loops	Team members informally provide and receive anecdotal information on instructional successes and challenges.	A process is established for team members to share reflections on student achievement and make recommendations for improving.

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Focus on Improving Instruction and Learning	Alignment	The team identifies the need to establish a plan to align curriculum, assessments and instruction to the Minnesota Academic Standards.	The team identifies gaps and overlaps in grade level or content areas to establish a plan for scaffolded learning to align curriculum, assessments and instruction to the Minnesota Academic Standards to ensure learning at higher cognitive levels, and transfer learning to real life situations
Focus on Improving Instruction and Learning	Assessment, Instruction, and Curriculum	The team understands the need to develop pre and post assessments aligned to the Minnesota Academic Standards. The team chooses textbook assessments.	The team develops pre and post assessments that are aligned with Minnesota Academic Standards to evaluate student work.
Focus on Improving Instruction and Learning	Recursive Instructional Problem	The team identifies a broad instructional problem which may or may not be reflected in student work.	The team focuses on an instructional problem, specific to content area and limited to one or two curriculum units.
Focus on Improving Instruction and Learning	Instruction	The team collaborates to implement the usable intervention, reviews the common formative assessments and adjusts instruction as needed.	The team collaborates to align assessments and usable interventions. The team analyzes student work, common formative assessments and adjusts instruction as needed.
Focus on Improving Instruction and Learning	Capacity Building	The team collaborates, develops resources, and engages in professional development to build understanding of effective usable interventions.	The team uses collaboration, informal peer observation, resources, and coaching to build and sustain understanding of effective usable interventions.
Data Driven Decision-Making	Use of Grade Level/Content Accountability Data	The team uses data for a specific learning goal linked to Minnesota Academic Standards to determine next steps in solving instructional problem.	The team examines multiple classroom data for a specific learning goal linked to Minnesota Academic Standards (e.g., formative assessments, test results) to determine next steps in refining and solving recursive instructional problem.
Data Driven Decision-Making	Use of Intervention Data	The team examines grade level student work to determine the student learning needs and selects a usable intervention to implement in all same-grade classrooms.	The team collaborates across same grade classrooms to select and implement a usable intervention. The team collects and analyzes data about intervention use and examines student work to support implementation.

Learning Team Rubric

Succeeding	Coaching Comments, Resources and Next Steps
All instructional staff are actively engaged on learning teams that are aligned to the purpose and continuous improvement goals of the school. Team membership is consistent throughout the year.	
Responsibilities of members are defined, documented and adaptable (e.g., facilitator, note keeper, time keeper, and leadership team designee). Attendance, participation and preparation are consistent to support the instructional improvement process.	
Teams meet for 90 minutes weekly.	
A formal meeting protocol includes established norms, celebrations, and processes led by identified teacher leaders trained in professional learning team facilitation and implementation.	
Goals are aligned with the school improvement plan to support the school vision and mission and foster a cohesive and dynamic focus on school improvement.	
Evidence-based instructional strategies are learned and supported with coaching to ensure fidelity. Student work and formative assessments are analyzed to determine the extent of student learning and the effectiveness of the strategy.	
Team relationships are trusting, mutually respectful and supportive of continuous collaboration about student learning. Problem solving, resolution of conflicts, and open sharing of ideas, perspectives and opinions.	
Discussions and decisions reflect use of a standard protocol, classroom student work, data, analysis of recurring instructional problems, and the perspective of all team members, including those invited to contribute on a temporary basis to determine the next steps for instruction.	
The team process continually gathers student work and data as evidence to identify, implement, and record next steps in the PDSA cycle *[Plan for instruction (PLAN), Deliver instruction (DO), share evidence of student learning (STUDY), Determine next steps (ACT)]* guided by the school improvement plan.	
The communication plan is implemented with fidelity and identifies how instructional changes are shared with the various grade or content teams, leadership team, other instructional staff, and students. All parties participate in celebration of academic success.	
Team members use and act upon focused, formal feedback processes linked to stakeholders (including leadership team) that provide and receive information on changes in instruction and their impact on student learning.	

Learning Team Rubric

Succeeding	Coaching Comments, Resources and Next Steps
The team leads staff effort for scaffolding learning to align curriculum, assessments and instruction with the benchmarks of Minnesota Academic Standards to ensure learning at higher cognitive levels, and transfer learning to real life situations for ALL students.	
The team implements pre and post common assessment aligned to Minnesota Academic Standards and benchmarks. They use this information to address student needs by adjusting instruction and curriculum.	
The team focuses on a specific instructional problem linked to Minnesota Academic Standards to refine impact and accelerate student achievement.	
The team collaborates to scaffold learning, align assessments and usable interventions accelerating learning to higher cognitive levels. The team analyzes student work, common formative assessments and adjusts instruction as needed.	
The team sustains collaboration, informal peer observations with feedback, resources and analysis of student work. The team uses coaching to build and sustain understanding of effective usable interventions.	
The team analyzes individual and multiple classroom data for a specific learning goal linked to Minnesota Academic Standards (e.g., student work, formative assessment, test results) to determine next steps in refining and solving recursive instructional problem. Relationships between achievement, behavior and attendance are also analyzed.	
The team collects and analyzes student work, fidelity of implementation data and other classroom evidence to guide and standardize intervention implementation to support progress of students' learning across same grade classrooms or school wide. Differentiated instructional coaching is provided for teachers.	