



SELF-STUDY B: SMALLER LEARNING COMMUNITIES RUBRIC

SLC name, school and district: _____

INSTRUCTION

Please circle a number from 1-5 to rate current program implementation and provide evidence to support your rating.

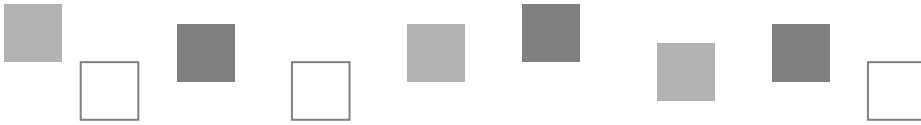
Key Element	Low/Early	2	Making Progress	4	High/Advanced
1. Student Learning 1a.	1 Students are attentive but rarely initiate in discussion.	2	3 Students appear engaged and often initiate discussion.	4	5 Students are actively engaged, routinely initiate discussion and take responsibility for their learning.
Evidence					
1b.	1 There is little academic rigor and expectations for student achievement are low.	2	3 There is moderate academic rigor and expectations for student achievement.	4	5 There is substantial academic rigor and high expectations for student achievement. A rigorous curriculum guides teaching. Instruction incorporates higher order thinking skills and student production and performance.
Evidence					
2.Heterogeneity and Differentiated Instruction	1 Instruction occurs without accommodating for heterogeneous groups.	2	3 Some differentiated instruction occurs to accommodate heterogeneous groups	4	5 Teachers are taught how to manage differentiated instruction within the classroom and know how to meet the multiple needs and accommodate to the varied abilities of students in heterogeneous groups.





Key Elements	Low/Early		Making Progress		High/Advanced
Evidence					
3. Professional Development & Collaboration	1	2	3	4	5
	Teachers receive very little professional development supporting their SLC.		Teachers participate in professional development supporting their SLC. (e.g., workshops, mentoring programs, and/or professional development that support teaming and integrated curriculum instruction)		SLC structure ensures that Teachers routinely participate in professional development directly related to their SLC.
Evidence					
4. Integrated Curriculum/ Teaching Teams 4a.	1	2	3	4	5
	SLC teachers teach exclusively within their specialties; there is very little integration of curriculum and instruction.		Many SLC teachers use integrated curricular approaches for projects and instruction. (e.g., team teaching, blended instruction and shared interdisciplinary courses)		Nearly all SLC teachers use integrated curriculum approaches around SLC goals.
Evidence					
4b.	1	2	3	4	5
	Curricular focus is determined by each teacher's interest and experience.		Many teachers purposefully plan and align curriculum within or across subjects and grade levels.		Curriculum is consistently planned across subjects and grade levels.

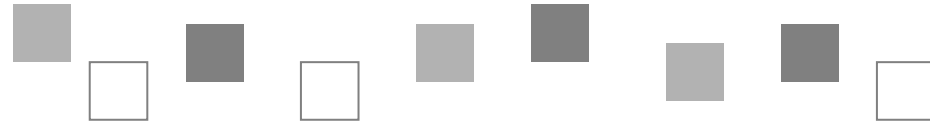




Key Element	Low/Early		Making Progress		High/Advanced
Evidence					
5. Repertoire of Instructional Strategies 5a.	1 Direct instruction is the primary instructional strategy.	2	3 Many teachers use a variety of instructional strategies. (e.g., inquiry learning, cooperative learning, work-based and project-based learn)	4	5 Nearly all teachers engage in active instructional techniques and use a wide variety of instructional strategies as appropriate.
	Evidence				
5b.	1 SLC vision and goals are poorly related to instructional strategies.	2	3 SLC vision and goals often drive instructional strategies.	4	5 SLC vision and goals drive nearly all instructional strategies.
Evidence					

Please identify any needs and/or interests for technical assistance in the area of instruction:





ACCOUNTABILITY

Please circle a number from 1-5 to rate current program implementation and provide evidence to support your rating.

Key Element	Low/Early	2	Making Progress	4	High/Advanced
1. Assessment	1	2	3	4	5
1.a	Student progress is individually assessed through standardized tests and report cards.		Student progress is assessed through teacher collaboration using content standards with district, school-wide and individual assessments.		Student progress is assessed through teacher collaboration using content standards with multiple forms of assessment including performance and mastery strategies to inform instruction and assist students.
Evidence					
1.b	1	2	3	4	5
	Parents receive academic progress information from standardized tests and report cards.		Parents and other stakeholders participate in forms of assessment through focus groups and other self-reports and are given academic progress information.		Parents and other stakeholders participate in the review of academic progress; they review student work through portfolios, exhibitions and evaluate student performance.
Evidence					
2. Networking	1	2	3	4	5
	SLC has very little connection to other SLCs and professional networks.		SLC occasionally engages other SLCs and professional networks. (e.g. visits to other schools, and exchanging of promising practices)		SLC actively and regularly engages other SLCs and professional networks for the continuous improvement of their SLC.
Evidence					





Key Element	Low/Early	2	Making Progress	4	High/Advanced
3. Evaluation	1	2	3	4	5
3a.	Individual, school-level and program data/information are collected sporadically.		Individual, school-level and program data/information are collected frequently.		Multiple sources of data/information are systematically collected for all students including SLC program participation.
Evidence					
3b.	Data/information are analyzed on an ad hoc basis as questions arise.		Data/information are frequently analyzed.		Data/information are systematically analyzed to assist with planning, process and outcomes, assess goals and objectives and make comparisons over time with students within and without the SLC.
Evidence					
3c.	Summaries of program activities and outcomes are sporadically prepared when requested and minimally inform SLC decision-making and implementation.		Summaries of program activities and outcomes are occasionally prepared and inform some SLC decision-making and implementation.		Program activities are routinely summarized and reported to program participants and stakeholders to inform SLC decision-making and implementation.
Evidence					





Please identify any needs and/or interests for technical assistance in the area of accountability:



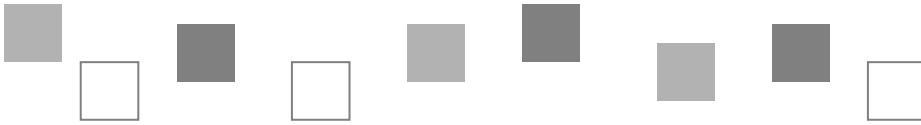


IDENTITY

Please circle a number from 1 – 5 to rate current program implementation. Make notations and/or circle statements to support your rating.

Key Element	Low/Early	2	Making Progress	4	High/Advanced
1. Vision	1	2	3	4	5
1a.	SLC vision and goals are generated at the district level and with minimal input from the SLC.		SLC vision and goals are generated through collaboration with SLC teachers and school administration.		SLC vision and goals are determined by stakeholders using both data and assessments of student needs.
Evidence					
1b.	1	2	3	4	5
	SLCs are focused with minimal connection to their purpose and vision.		SLCs have some unique attributes and characteristics determined by their purpose and vision.		Each SLC is distinctive and unique as a result of its determined purpose and vision.
Evidence					
2. Collaboration	1	2	3	4	5
	SLCs plan to include stakeholders in planning and decision making.		SLCs are developed and implemented over time with careful, purposeful collaboration with some stakeholders.		All appropriate stakeholders are included in collaborative development of vision, instruction, governance, communication, assessment, and professional development precedes the implementation of SLCs program components.
Evidence					





Key Element	Low/Early		Making Progress		High/Advanced
3. Focus	1 SLCs are randomly organized.	2	3 SLCs are organized somewhat around an emerging area, approach, or focus.	4	5 SLCs are well organized around a curricular area, instructional approach, topical focus or a combination of these.
Evidence					

Please identify any needs and/or interests for technical assistance in the area of identity:





AUTONOMY

Please circle a number from 1 – 5 to rate current program implementation. Make notations and/or circle statements to support your rating.

Key Element	Low/Early		Making Progress		High/Advanced
1. Separateness	1	2	3	4	5
1a.	SLC exists without a designated area within the school.		Each SLC has a designated area within the school providing classroom and office space.		Each SLC has a designated area within the school controlled by SLC staff. This area serves enrolled SLC students and invites participation in courses or clubs by others not yet enrolled in the SLC.
Evidence					
1b.	1	2	3	4	5
	Students take very few classes in a SLC.		Students take many classes within the SLC.		Students take nearly all of their classes within their SLC.
Evidence					
2. Shared Leadership and Decision Making	1	2	3	4	5
2a.	SLC staff has little control over vision, curriculum, instruction, or budget.		SLC staff has some control over curriculum, instruction, and/or budget.		SLC staff has primary control over curriculum, instruction, and/or budget.
Evidence					





Key Element	Low/Early		Making Progress		High/Advanced
2b.	1 Professional Development decisions are made at the district/ administrative levels.	2	3 Some professional development decisions are made through collaborative efforts with SLC staff and administrators.	4	5 Nearly all professional development decisions are made through collaborative efforts with SLC staff and administrators.
Evidence					
2c.	1 School-wide administrators and counselors provide services to individual SLCs.	2	3 Administrators and counselors are assigned responsibilities and leadership roles within the SLC.	4	5 Each SLC has assigned administrators and counselors with dedicated time and office space within the SLC.
Evidence					
3. Flexible Scheduling	1 The schedule is determined by the building schedule with little flexibility for instructional and professional collaboration.	2	3 SLC staff have input into the schedule which provides some flexibility for instruction and professional collaboration.	4	5 Schedule is mostly created by SLC staff and can be altered without reference to building schedule.
Evidence					





Key Element	Low/Early		Making Progress		High/Advanced
4. Self-Selection of Teachers	1 Teachers are assigned to SLCs based on administrative priorities.	2	3 Teachers have a voice in selecting SLC assignment and team members with whom they will work.	4	5 SLC teams are comprised of members who have freely chosen to be a part of the SLC.
Evidence					

Please identify any needs and/or interests for technical assistance in the area of autonomy:





PERSONALIZATION

Please circle a number from 1 – 5 to rate current program implementation. Make notations and/or circle statements to support your rating.

Key Element	Low/Early	Making Progress	High/Advanced
1. Connectedness	1 When asked if their teachers know them well, students report that yes, all the teachers know their names.	2 When asked if their teachers know them well, many students report a variety of special interactions they have had with specific teachers.	3 When asked if their teachers know them well, many students describe a trusting relationship between themselves and their teachers that supports positive growth and development. [quotes are available upon request]
Evidence			
2. Student Involvement	1 Students play a minimal role in governance and other service-oriented functions.	2 Students are encouraged to participate in governance and other service-oriented functions. (e.g., student mentoring, tutoring, outreach, and committee work)	3 Students play an active role in governance and other service oriented functions.
Evidence			
3. Teacher Involvement	1 Teachers' contact with students is limited to the classroom.	2 Teachers have some scheduled opportunities to interact with students. (e.g., regular conferences, mentoring, structured homerooms, and/or advisories)	3 Teachers have regularly scheduled interacts with students, individually initiated interactions and collectively take responsibility for student performance.





Key Element	Low/Early	Making Progress	High/Advanced
Evidence			
4. Student Assignment	<p style="text-align: center;">1</p> <p>Students are assigned to SLCs by without regard to SLC vision and goals.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p>Students are randomly assigned or state a preference for an SLC based on personal interests and needs.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p>Students are randomly assigned or choose to participate in an SLC based on personal interests, needs and goals with counselor involvement, parental input and orientation.</p>
Evidence			
5. Parent and Community Involvement	<p style="text-align: center;">1</p> <p>The district informs parents and the community about the SLC and offers them the opportunity to participate in the planning.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p>The school seeks parent and community support for the SLC and practices individual outreach to parents of incoming and current students.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p>The SLC involves parents and the community in both SLC activities and governance and involves parents and students in recruitment.</p>
Evidence			

Please identify any needs and/or interests for technical assistance in the area of personalization:

