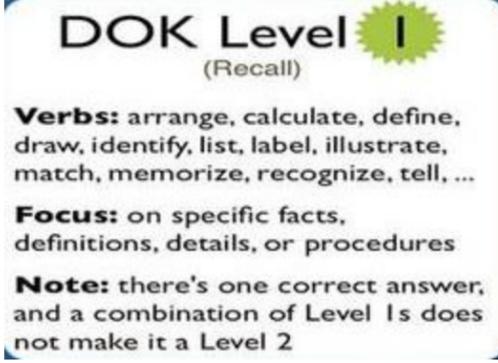
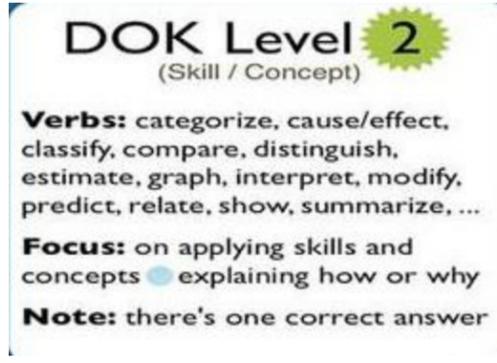
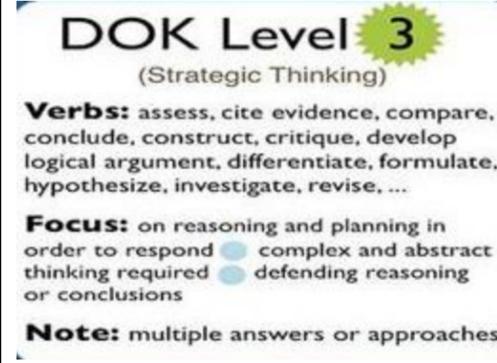


Adult Learning Rubric for ILTs

Domain	Type 1	Type 2	Type 3	Type 4
General Description	These ILTs have no significant teacher input into the agenda or facilitation of the meetings. No whole-school work takes place as a result of ILT meetings, which are essentially business-focused.	Type 2 ILTs are led by administrators who set the ILT agenda, but teacher members participate in discussions, have limited decision-making roles, and report to and from clusters/teams.	Type 3 ILTs are led by administrators with significant input from teacher leaders. ILT decisions have consequences for others in the school. Type 3 ILTs function as leadership teams for whole-school, instructionally focused reform, and have a deeper understanding of reform complexity.	Type 4 ILTs function as leadership teams for whole school, instructionally focused reform in much the same way as Type 3 ILTs. What distinguishes them from their Type 3 counterparts is that they engage a greater proportion of their non-ILT member teachers in the work of whole-school change. Thus they make use of deeper knowledge of instructional improvement. They may have capacity to sustain ILT work without a coach – leadership is shared.
Membership	Team membership is not consistent or not representative of the faculty or there is not a teacher leader for each team.	There is a teacher leader for all or most of the teams in the school. Teacher leaders do not regularly facilitate team meetings or their facilitation is not uniformly effective	There is a teacher leader from each team on the ILT. Each teacher leader demonstrates the capacity to effectively facilitate team meetings and professional learning.	There is a teacher leader from each team on the ILT. Each teacher leader demonstrates the capacity to effectively facilitate team meetings and professional learning.
Targeted Time	Less than half of time spent on instructional or group quality focused work OR work done is not related to the instructional focus.	Approximately half of time spent on instructional or group quality focused work.	At least 75% of time spent on instructional or group quality focused work	Vast majority of time spent on instructional issues related to the instructional focus
Agendas	The agenda is misaligned to the objectives of the meeting OR the agenda creates imbalanced participation.	The agenda is somewhat aligned to the objectives of the meeting OR the agenda does not take care to support equitable participation.	The agenda's activities are aligned to the meeting objectives and is somewhat organized to support equitable participation.	The agenda's activities are aligned to the meeting objectives and is organized to support equitable participation
Distributed Leadership	Principal plans and leads the entire meeting with limited teacher collaboration.	Principals may ask for a review of the agenda by teacher leaders, but leads the majority of the work.	Principals co-plan the agenda with teachers. Principal is present to co-facilitate conversations with teachers.	Teachers plan, lead, and follow up on the work within ILT with their peers. Principal is present to guide targeted conversations, but does not lead the meeting.
Norms	Norms not clear and little evidence of productive team habits.	Norms implied but some productive team habits evident.	Norms established and followed most of the time.	Norms set and followed consistently
Adult Learning	Adults on the ILT are engaged in learning tasks that are mostly level 2 or below.  Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ... Focus: on specific facts, definitions, details, or procedures Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2	Adults on the ILT are engaged in learning tasks that are a combination of level 2 and 3  Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ... Focus: on applying skills and concepts • explaining how or why Note: there's one correct answer	Adults on the ILT are engaged in learning tasks that are mostly level 3  Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ... Focus: on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions Note: multiple answers or approaches	Adults on the ILT are engaged in learning tasks that are primarily DOK level 3 and 4.  Verbs: apply concepts, analyze, connect, create, critique, design, prove, ... Focus: on complex reasoning, planning, and thinking • make real-world applications in new situations Note: has multiple answers or approaches • often requires extended periods of time with multiple steps
Multiple Perspectives	Multiple points of view not encouraged and/or surface in ways that engender conflict.	Multiple points of view encouraged and either not voiced or not managed productively.	Multiple points of view are encouraged and voiced but not consistently managed in a productive way.	Multiple points of view are encouraged and effectively harnessed.
Ensure Connection to Instructional Change	Little connection between ILT work and teacher practice.	Some connection between the ILT work and instructional change on teacher teams.	Clear and feasible plan made to disseminate learning with some care to support adult learning and instructional change on other teams.	Clear and feasible plans made to disseminate learning that directly supports adult learning and instructional change on teacher teams.