

# RUBRIC FOR FACILITATING PRACTICE

Indicator	Developing (1)	Foundational (2)	Proficient (3)	Mastery (4)
<b>Commit to Practice</b>	Rarely creates opportunities for participants to practice for a meaningful amount of time	Creates opportunities for participants to practice for a meaningful amount of time during some instructional sequences	Creates opportunities for participants to practice for a meaningful amount of time during most instructional sequences	Creates opportunities for participants to practice for a meaningful amount of time during every instructional sequence
<b>Protect Practice</b>	Planned practice rarely happens in instructional sequences	Planned practice happens to the fullest extent in some instructional sequences	Planned practice happens to the fullest extent in most instructional sequences	Practice is sacred; even when factors could cause practice to be cut in the moment, planned practice happens to the fullest extent in all instructional sequences
<b>Prioritize What to Practice</b>	Content selected for practice is not likely to be helpful to participant development	Aspects of content prioritized for practice are appropriate, but it is likely that other or additional content may be more helpful to participant development	Prioritizes appropriate content for practice (e.g. activities that naturally recur, activities that are central to the content/skill, and unnatural acts)	Prioritizes appropriate content for practice (e.g. activities that naturally recur, activities that are central to the content/skill, unnatural acts) and that data on participant performance suggests need for prioritization or further development
<b>Align Goals and Practice Type</b>	Practice type selected does not align to skill/activity being practiced or participant's stage of development	Planned practice type is somewhat appropriate to skill/activity being practiced and participants' stage of development, but a different type would likely be more impactful	Plans an appropriate practice type given skill/activity being practiced and where participants are in their stage of development	Plans most appropriate practice type given skill/activity being practiced, where teachers are in their stage of development; demonstrates a sophisticated fluency of different practice types
<b>Culture of Practice</b>	Absence of urgency, trust, and joy is palpable; participants fail to hold themselves accountable for their growth and the giving and receiving of feedback	Creates a culture where only some teachers show a culture of urgency, trust, and joy; some participants hold themselves accountable to their growth, and give and receive feedback	Creates a culture where most participants show a culture of urgency, trust, and joy; participants hold themselves accountable to their growth, and give and receive feedback grounded in improving practice	Creates a culture of urgency, trust, and joy for all teachers; participants hold themselves accountable to their growth, and give and receive feedback grounded in improving practice and increasing student achievement
<b>Deliver: Frame</b>	Fails to communicate rationale for skill/activity and practice type selected; does not communicate criteria for success for the practice	Provides some rationale for skill/activity and practice type selected, however explanation is incomplete or unclear; criteria for success is incomplete or unclear	Provides rationale for skill/activity and practice type selected; communicates criteria for success	Provides compelling rationale for skill/activity and practice type selected; communicates and invests participants in meeting criteria for success
<b>Deliver: Model</b>	Fails to model what practice and feedback should look and sound like	Provides model of what practice and feedback should look and sound like, but model doesn't represent proficient practice or is unclear/too lengthy	Provides clear, proficient model of what practice and feedback should look and sound like	Provides a clear, crisp, and exemplary model of what practice and feedback should look and sound like
<b>Deliver: Protocol</b>	Participants have insufficient time / resources AND the roles, timing, or rotation are unclear	Participants may have insufficient time / resources OR the roles, timing, or rotation are unclear	Ensures that the participants have the time / resources to be successful in the practice (e.g., feedback sheets, role cards, instructional materials) and that the roles, timing, and rotation are clear	Ensures that the participants have the time/resources and that the roles, timing, and rotation are exceptionally clear such that practice rounds "run themselves"
<b>Deliver: Close</b>	Does one of the following: summarizes key trends, celebrates strong performance/growth, or teachers reflect on their practice	Summarizes key trends (skill-based or practice-based) and celebrates strong performance/growth OR ensures all teachers reflect on their practice	Summarizes key trends (skill-based or practice-based), celebrates strong performance/growth, and ensures all teachers reflect on the practice	Concise and compellingly summarizes key trends (both skill-based and practice-based), genuinely celebrates strong performance/growth, and ensures all teachers reflect on the practice, noting at least one bite-sized action step aligned to feedback
<b>Provide Feedback</b>	Provides feedback that is NOT aligned to the criteria for success AND/OR doesn't translate into improved participant performance in many instances	Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in some instances	Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in most instances	Provides feedback aligned to the criteria for success during and between rounds of practice that translates into improved participant performance in all/nearly all instances
<b>Data From Practice Session</b>	Has little to no idea how participants performed on the criteria for success during practice	Has a sense of how some participants performed on the criteria for success during practice	Knows how most participants performed on the criteria for success during practice	Knows how every participant performed on the criteria for success during practice and can see trends in performance during practice over time
<b>Data From Implementation</b>	Has evidence to suggest that successful performance during practice transfers to successful performance in the classroom for only a few participants	Has evidence to suggest that successful performance during practice transfers to successful performance in the classroom for some participants	Has evidence to suggest that successful performance during practice transfers to successful performance in the classroom for most participants	Has compelling evidence to suggest that successful performance during practice transfers to successful performance in the classroom for all/nearly all participants

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