

**Figure 8.3: Rubric for Assessing the Work**

Highly Effective	Effective	Somewhat Effective	Ineffective
District Guiding Coalition			
<p>Creates multiple, consistent opportunities for providing feedback to the district office on alignment of curriculum, instruction, assessment, and professional learning</p> <p>Reflects regularly on new professional learning and how the implementation of the new learning will occur at the school site</p> <p>Provides multiple opportunities for problem solving school site and district issues that prevent the right work of collaborative teams</p> <p>Explores consistently district clarity and coherence with the right work of collaborative teams</p> <p>Celebrates consistently progress toward goals and lessons learned throughout the process</p>	<p>Creates few, inconsistent opportunities for providing feedback to the district office on alignment of curriculum, instruction, assessment, and professional learning</p> <p>Reflects a few times on new professional learning and how the implementation of the new learning will occur at the school site</p> <p>Provides inconsistent opportunities for problem solving school site and district issues that prevent the right work of collaborative teams</p> <p>Explores often district clarity and coherence with the right work of collaborative teams</p> <p>Celebrates often progress toward goals and lessons learned throughout the process</p>	<p>Creates inconsistent opportunities for providing feedback to the district office on alignment of curriculum, instruction, assessment, and professional learning</p> <p>Reflects inconsistently on new professional learning and how the implementation of the new learning will occur at the school site</p> <p>Provides a single opportunity for problem solving school site and district issues that prevent the right work of collaborative teams</p> <p>Explores a few times and inconsistently district clarity and coherence with the right work of collaborative teams</p> <p>Celebrates inconsistently progress toward goals and lessons learned throughout the process</p>	<p>Creates no opportunities for providing feedback to the district office on alignment of curriculum, instruction, assessment, and professional learning</p> <p>Does not reflect on new professional learning and how the implementation of the new learning will occur at the school site</p> <p>Provides no opportunities for problem solving school site and district issues that prevent the right work of collaborative teams</p> <p>Does not explore clarity of coherence with the right work of collaborative teams</p> <p>Does not celebrate progress toward goals and lessons learned throughout the process</p>
School Learning Team			
<p>Takes guiding coalition learning back to the school site by creating and adjusting systems for collaborative teams (including the learning cycle and learning organization tights) and implements all of the work of collaborative teams</p> <p>Monitors artifacts of collaboration</p> <p>Provides timely, actionable, and poignant feedback to all collaborative teams regarding progress toward goals</p>	<p>Takes guiding coalition learning back to the school site and discusses implementation and rollout of systems, and implements some of the work</p> <p>Identifies the work of collaborative teams and creates the templates and artifacts they need</p> <p>Provides timely feedback to all collaborative teams regarding progress toward goals</p>	<p>Takes some guiding coalition learning back to the school site and discusses implementation but does not implement the work</p> <p>Identifies the work of collaborative teams and expects collaborative teams to create their own templates and artifacts</p> <p>Provides inconsistent feedback to collaborative teams regarding progress toward goals</p>	<p>Does not take guiding coalition learning back to the school site</p> <p>Expects collaborative teams to create and identify their own artifacts of collaboration</p> <p>Provides no feedback to collaborative teams regarding progress toward goals</p>