

## Rubric for Analyzing the Instructional Frameworks: \_\_\_\_\_

<b>Guiding Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Research base</b>	Framework lacks a research base.	Framework has limited evidence of a research base around its development.	Research base is solid, well documented and spans multiple years. It identifies aspects of teachers' responsibilities that have been documented through empirical research as promoting student learning.	Research base is solid, well documented, spans multiple years. There is clear evidence that the framework directly relates to improved student learning.
a. Evidence of leading to improved student achievement	Framework lacks evidence of relationship to improved student learning.	Framework has limited evidence of relationship to improved student learning.	There is evidence of a relationship between the framework and improved student learning.	There is solid evidence of a direct relationship between the framework and improved student learning.
b. Evidence of reliability and validity of the framework	Framework is not a valid or reliable instrument.	Framework may have valid and/or reliable components.	Framework is a valid, reliable instrument.	Framework is easy to describe as a valid, reliable and fair instrument
<b>2. Alignment to Washington 8 teacher criteria</b>	Framework lacks alignment to the state criteria.	Framework has limited evidence of alignment to the state criteria.	Framework has clear alignment to the state criteria.	Framework demonstrates a solid, deep alignment to the state criteria. It is clearly evident how the framework connects/correlates to the state criteria.
a. Gaps/Overlaps	Framework is fraught with gaps and/or overlaps to the state criteria.	There are multiple areas of gap and/or overlap to the state criteria.	There are limited areas of gap and/or overlaps to the state criteria.	Framework is straight forward with no gaps and/or overlaps to the state criteria.

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<b>3. Professional Development</b>	Professional development does not exist to accompany the framework.	There is limited professional development available, and/or to limited audiences, and/or for awareness level only.	There is a structure for professional development to accompany the framework but may not be sufficient, for all audiences, or thorough enough.	There is well-defined structure for ongoing professional development for a variety of audiences to allow for thorough, sufficient implementation.
<b>4. Additional Resources</b>	Significant additional resources are needed to effectively implement the framework and require serious consideration.  No structures/supports exist within the district to support implementation.	Additional resources are needed that are a serious consideration for implementation.  Limited structures/supports exist within the district to support implementation so additional work will need to be done.	Few additional resources are required and do not present additional consideration for implementation.  Few additional structures/supports will be required for implementation of this model.	No additional resources are required for implementation.  No additional structures/supports will be required for implementation of this model; lending itself well to implementation.
<b>5. Cost of Implementation</b>	There is significant cost to implement that makes this framework impractical.	There is cost to implement that will need to be seriously considered.	There is little cost that makes this factor a "non-issue"	There is no additional cost to implement this framework.
<b>6. Match with District Context/Other Initiatives</b>	There is a distinct mismatch with the district context and/or other initiatives. Implementation of this framework would be counterproductive.	There are elements of mismatch with the district context and/or other district initiatives that would make it necessary to seriously consider implementation.	There are few elements of mismatch with the district context and/or other district initiatives that make this a minor consideration for implementation.	This framework is well-aligned with the district context and/or other initiatives that will assist in the ease of implementation.
<b>7. Consideration of Other Districts in the Consortium</b>	Same as above BUT considering the entire RIG consortium.			

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<p><b>8. Simplicity/Complexity of Framework</b></p>	<p>The framework appears to be significantly complex and difficult to implement.</p>	<p>The framework appears to be complex and may likely lead to difficulty in implementation.</p>	<p>The framework appears to be fairly simple so will likely be easy to implement.</p>	<p>The framework appears simple and easy to implement.</p>
<p><b>9. Communication with All Stakeholders</b></p>	<p>This framework appears significantly difficult to communicate with others within the school community and will contribute to difficulty in implementation.</p>	<p>This framework appears difficult to communicate with others within the school community and will contribute to difficulty in implementation.</p>	<p>This framework appears to be fairly easy to communicate and will not negatively impact implementation.</p>	<p>This framework will be easy to communicate to others contributing to effective implementation.</p>

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Additional District Item #1:

<b>Guiding Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Additional District Item #2:

<b>Guiding Element</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>