**Instructional Rollout Reflection Rubric**

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| **Event Preparation** | | | |
| Our overall preparation for the event was: | Excellent we were fully prepared | Pretty good we were mostly prepared | In need of improvement, we should plan better for next year |
| **Material Preparation** | All materials were prepared and ready ahead of the event | Materials were mostly prepared, but there were a few last-minute needs | Materials were not ready |
| **Advanced Notice to Specialized Staff** | Special education and related services staff were provided with the information and time needed to plan for unique student needs in advance of the event | Additional information or time were needed to support planning | Information and time were not provided to specialized staff |
| **Staff Orientation/ Review** | The (1) rollout schedule, (2) lessons and materials, and (3) expectations/roles were reviewed with staff with time for questions | Some, but not all features of the rollout were reviewed, or the time allotted was not sufficient for a thorough presentation or discussion | Information about the rollout was not provided or sent via email |
| **Amount of Time Allotted** | Enough time was allotted for the staff orientation to review all features and answer questions | More / less time was needed | Time was not scheduled |
| **Lesson Delivery Preparation** | Teachers and staff were provided with enough time to review and plan for delivering lessons | ---- | Additional time was needed for teachers and staff to review the lesson and plan for delivering instruction |
| **Rollout Schedule** | The planned written schedule was an accurate reflection of the time, groups, movement, needs, etc. of the rollout | ----- | The schedule needed more detail to accurately reflect the time, activities, needs, etc. that were not accounted for |
| **Schedule Implementation** | Transitions and movement of students was organized and free of problems | A couple of minor problems occurred with transitions and movement of students | Transitions and movement were disorganized, there were lots of problems |
| **Everyone Was Included** | All students and staff were included in the rollout plans | ---- | Some students or staff were not included in the rollout plan |

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| **Overarching Expectation Instruction** | | | |
| **Amount of Time Scheduled** | The amount of time scheduled to achieve the learning objective was sufficient | Future instructional should plan for about 5 more or 5 less minutes | Future instructional should plan for about 10 more or 10 less minutes |
| **Instructional Grouping** | The lesson was delivered to no more than 2 classes at one time | ---- | The lesson was delivered in a large group format (e.g., auditorium |
| **Learning Objective** | Instructional delivery was guided by a defined learning objective | ---- | Instructional delivery was not guided by a defined learning objective |
| **Materials to Guide Instructional Delivery** | Lesson plans, materials, and scripts were developed in advance of the rollout and used to guide lesson delivery | Lesson materials were developed, but future instruction would benefit from further development | Lesson delivery was not guided by prepared materials |
| **Lesson Content** | Lesson delivery and materials taught the vocabulary, definition, examples, and non-examples | ---- | Lesson delivery did not explicitly teach the vocabulary, definition, examples, and non-examples |
| **Implementation Consistency** | The lesson plan, materials, and messaging for teaching the overarching expectations was consistently followed | The lesson plan, materials, or messaging for teaching the overarching expectation was mostly followed | The lesson plan, materials, or messaging for teaching the overarching expectations was not followed consistently |

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| **Area-Level Expectations Instruction** | | | |
| **Amount of Time Scheduled** | We had enough time to achieve the learning objectives | Allocated time was pretty on target we had a few extra minutes/ran short a couple of minutes | We had too much, or too little time planned |
| **Location** | Instruction for large non-classroom areas was delivered in location | Instruction was delivered in the classroom immediately before students transitioned to the location the first time | Instruction on area level expectations was (1) not delivered or (2) was delivered in a large or small group using a video, or (3) was taught in the classroom at a time temporally distant from when students were transitioning to the location |
| **Instructional Grouping** | Instruction was delivered to no more than two classes at a time | ---- | The lesson was delivered in a large group format (e.g., auditorium |
| **Learning Objective** | Instructional delivery was guided by a defined learning objective | ---- | Instructional delivery was not guided by a defined learning objective |
| **Materials to Guide Instructional Delivery** | Lesson plans, materials, and scripts were developed in advance of the rollout and used to guide lesson delivery | Lesson materials were developed, but future instruction would benefit from further development | Lesson delivery was not guided by prepared materials |
| **Lesson Content** | Lesson delivery and materials taught the examples, and non-examples of what is expected in the area | ---- | Lesson delivery did not explicitly examples, and non-examples of what is expected in the area |
| **Implementation Consistency** | The lesson plan, materials, and messaging for teaching the area-level expectations was consistently followed | The lesson plan, materials, or messaging for teaching the area-level expectation was mostly followed | The lesson plan, materials, or messaging for teaching the area-level expectations was not followed consistently |

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| **Introduction of the Incentive System** | | | |
| **Amount of Time Scheduled** | The schedule included time to explain the incentive system | Additional time was needed to explain the incentive system | Time was not scheduled to introduce the incentive system |
| **Introduction Features** | The explanation included (1) when and why students receive points/tickets (2) what to do with tickets or how to access accounts to view their points, and (3) what options students will have for using tickets/points | The explanation did not include one of the introduction features | The explanation did not include 2 or more of the introduction features |
| **Distribution of Points/Tickets During the Rollout** | 80% or more of staff/teachers distributed tickets throughout the instructional rollout event | 50% staff/teachers distributed tickets/points through the instructional rollout event | Less than 50% of staff/teachers distributed tickets/points throughout the instructional rollout event |