e2L Curated Life Ready Best Practices Rubric

The e2L Best Practices are research-based instructional practices proven to facilitate student achievement, engagement, and life ready skills. The e2L BPs are the foundation of the e2L Framework as well as local district Learning Frameworks. Teachers set goals on the **bold** growth indicators and e2L Coaches provide options and resources to assist teachers in growing towards and meeting their goals.

Assessment and Formative Feedback:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Assessment and Formative Feedback Designs and facilitates standards-aligned formative and summative assessments to monitor progress of all learners in academic standards and life-ready skills.	**Designs a standards-aligned pre-assessment with questions that identify mastery**	**Designs a standards-aligned pre-assessment and additional formative assessments with leveled questions that identify strengths and gaps**	**Designs a variety of standards-aligned formative assessments with leveled questions**	**Collaborates with learners to create a variety of standards-aligned formative assessments**
	Facilitates pre-assessment and post-assessment to monitor progress of all learners	**Facilitates pre-assessment and formative assessments to monitor progress of all learners**	**Facilitates a variety of individual formative assessments early and often to track progress and consistently shares feedback with learners to inform decision making**	**Empowers learners to demonstrate progress towards mastery of standards in individualized ways**
	Facilitates the district provided post-assessment	Designs and facilitates a standards-aligned post-assessment	Designs and facilitates a variety of summative assessments with standards-aligned specificity and rigor	Empowers learners to choose how they will demonstrate individual mastery of standards
	Uses discipline documentation to assess Life Ready Skills	Utilizes Life Ready Skills rubrics to assess learners and provide them with feedback	Designs and facilitates a variety of assessments, observations, and reflections to monitor growth and provide feedback in Life Ready Skills	Encourages learners to utilize the Life Ready Skills rubrics to assess and reflect on strengths and weaknesses as a team
	Provides opportunities for self-assessment	Facilitates self-assessment using academic and Life Ready Skills rubrics, and feedback	Facilitates self-assessment with learners and engages in self-assessment in coaching situations	Engages learners in self-assessment and dialogue about their growth in standards and Life Ready Skills

Collaboration:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Collaboration designs opportunities and tools for, facilitates a culture of, and models effective collaboration.	**Designs opportunities and tools for learners to explore working with a partner**	**Designs opportunities and tools for learners to collaborate effectively in teams**	**Designs opportunities and tools for learners to collaborate effectively, respectfully and in diverse teams regularly**	**Designs opportunities for learners to reflect on and creatively improve a team's ability to collaborate effectively and respectfully**
	Facilitates learners identifying and understanding tools that support effective collaboration	**Facilitates learners utilizing the tools that support team roles and norms, and conflict resolution**	**Facilitates learners routinely utilizing the tools that support team roles and norms, shared responsibilities, and conflict resolution**	**Facilitates opportunities for learners to customize and improve the tools that support effective collaboration**
	Facilitates learners identifying the steps of compromising to accomplish a common goal	Facilitates learners participating in making necessary compromises to accomplish a common goal	Facilitates learners exercising flexibility and willingness to compromise to accomplish a common goal	Empowers learners to facilitate conflict resolution when necessary to accomplish a common goal
	Facilitates learners practicing shared responsibility for collaborative tasks when part of a team	Facilitates learners accepting shared responsibility for collaborative tasks, and recognizes individual contributions made by each team member	Facilitates learners assuming shared responsibility for collaborative tasks and valuing the contributions made by each team member	Facilitates learners leading the team in the collaborative tasks and encouraging the individual contributions made by each team member
	Demonstrates a willingness to work with a team and share responsibilities	Participates in making necessary compromises and divides responsibilities and tasks	Models collaboration at the classroom, campus and community levels	Validates and awards a culture of knowledge and sharing at the classroom, campus and community levels

Communication:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Communication Designs opportunities and tools for, facilitates a culture of, and models effective communication.	**Designs opportunities for learners to share thoughts and ideas within their team**	**Designs opportunities and tools for learners to share learning, ideas, reflections and feedback effectively at the end of the learning experience**	**Designs opportunities and tools for learners to articulate learning, ideas, reflections and feedback effectively as a regular part of the learning experience**	**Designs opportunities for learners to discover, create and share relevant tools that support effective communication skills**
	Facilitates learners sharing amongst peers in a variety of forms and contexts	**Facilitates learners in utilizing the tools that support effective communication amongst peers in a variety of forms and contexts**	**Facilitates learners effectively communicating amongst peers and professionals in a variety of forms and contexts**	**Empowers learners to create and facilitate workshops for others on effective communication skills in a variety of forms and contexts**
	Facilitates learners in practicing appropriate listening skills such as making eye contact and nonverbal cues	Facilitates learners listening effectively to decipher meaning to comprehend a topic	Facilitates learners listening effectively to analyze meaning, including knowledge, values, attitudes and intentions	Facilitates learners listening effectively to synthesize meaning, including knowledge, values, attitudes and intentions
	Practices communication using a variety of tools and methods, at the appropriate frequency	Communicates effectively at the classroom and campus levels, using a variety of tools and methods	Models consistent and effective communication at the classroom, campus and community level using a variety of tools and methods	Creates systems that result in safe and productive partnerships at the classroom, campus and community levels, using a variety of tools and methods

Culture, Environment, Professional Ethics:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Culture, Environment, Professional Ethics Designs learning environments and systems for, facilitates technology integration for, and models engaged, collaborative, autonomous learning.	**Designs learning environments for engaging learning** **Designs area for organization of student work** Facilitates student learning through direct teaching Facilitates the use of technology for instructional delivery	**Designs learning environments to support engaging and collaborative learning** **Designs area for organization of student work and resources** Facilitates collaborative learning Facilitates the use of technology through learner activities to enhance mastery of goals	**Designs learning environments for engaged, collaborative, autonomous learning** **Designs systems and tools that support students as autonomous learners** Facilitates autonomous, collaborative learning Facilitates technology integration to support collaborative, autonomous learning and product creation	**Collaborates with learners to design learning environments for engaged collaborative autonomous learning** **Collaborates with learners to design technology systems that support students as autonomous learners** Facilitates autonomous, collaborative learning and demonstrates a belief that students can learn effectively in this environment Facilitates learners to make innovative choices about technology integration in the learning environment

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Critical Analysis, Inquiry, Research:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Critical Analysis, Inquiry, Research Designs and facilitates opportunities for learners to exercise curiosity, and protocols and tools for research and inquiry as a way for learners to acquire and assimilate information.	**Provides questioning that requires learners to explain and describe responses**	**Facilitates higher-order thinking by providing questions that require learners to interpret information and make connections**	**Facilitates critical analysis by providing open-ended, higher-order questions and challenges that require learners to justify conclusions, judgments or decisions**	**Facilitates learners to ask open-ended and higher-order thinking questions that require them to justify conclusions, judgments or decisions**
	Provides resources for learners to use to answer questions	**Facilitates learners in discriminating among resources provided to determine the most valid and applicable sources**	**Facilitates learners in searching for, processing and assimilating information autonomously using personalized, diverse, and differentiated resources for research and inquiry**	**Encourages learners to discover and utilize atypical resources including expert resources beyond the classroom to conduct inquiry and satisfy curiosities**
	Plans opportunities for learners to ask questions and conduct research	Plans opportunities for learners to apply research and inquiry skills	Designs opportunities for learners to conduct active investigations to encourage curiosity	Designs opportunities for learners to conduct active investigations based on learner curiosities
	Facilitates learners in organizing results of research	Facilitates learners in utilizing research skills using a variety of tools	Facilitates protocols for learners to conduct research and inquiry utilizing a variety of autonomous and digital tools and processes	Coaches learners to make connections between curiosities, research and inquiry and potential career interests

Differentiation, Scaffolding:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Differentiation, Scaffolding Designs and facilitates opportunities for individualized learning.	**Designs general topic resources and learning experiences** **Facilitates small group instruction and learning experiences based on what he/she thinks the learner needs** Designs auditory resources and learning experiences Organizes resources by general topics	**Designs standards-aligned resources and learning experiences** **Facilitates small group instruction workshops and learning experiences to address strengths and gaps according to pre-assessment data** Designs visual and auditory resources and learning experiences to offer choice in learning Organizes resources by standard	**Designs standards-aligned resources and learning experiences for varying ability levels of learners** **Facilitates opportunities for individualized learning through small group instruction workshops, resources, and adjusting based on formative assessment data** Designs visual, auditory and kinesthetic resources and learning experiences to offer choice in learning Organizes resources by standard and rigor for ability levels of learners	**Designs diverse, standards-aligned resources and learning experiences for varying ability levels of learners** **Facilitates opportunities for learners to create and lead small group instruction workshops and resources** Designs visual, auditory and kinesthetic resources and learning experiences to offer choice in learning and variation in small group remediation Designs or utilizes a management system for organizing resources based on learning styles and ability levels of learners, that includes ways for learners to contribute to and vet resources

Goal Setting, Autonomy, Entrepreneurship:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Goal-Setting, Autonomy, Entrepreneurship Facilitates learners in setting goals, making decisions, and demonstrating grit in learning situations.	**Designs a list of activities that learners should complete**	**Designs tools for learners to organize their daily tasks**	**Designs opportunities and tools for goal-setting and autonomous learning including ways to track learning progress**	**Designs digital systems for learner goal-setting and autonomous learning that are accessible by facilitators and learners on-demand**
	Provides a to-do list of activities for learners to complete and track their work	**Provides a tool to learners for setting goals and tracking progress on their learning**	**Facilitates opportunities and provides tools for setting goals, making a learning plan, tracking individual progress, and a system for recognizing growth**	**Collaborates with learners to design individualized, digital systems for setting goals, making a learning plan, tracking individual progress, and a system for recognizing growth**
	Makes decisions for learners about academic goals and goals for learner profile skills/Life Ready skills	Facilitates student decision-making about academic goals and goals for learner profile skills/Life Ready skills	Provides access to and facilitates student use of data and assessment feedback in decision-making about academic goals and learner profile skills/Life Ready skills	Utilizes feedback about academic growth and growth in learner profile skills/Life Ready skills to engage learners in goal-setting
	Guides learners to persist in learning situations	Guides learners to apply resourcefulness in learning situations	Facilitates development of grit and resourcefulness in making progress toward goals	Collaborates with learners to design and refine individualized pathways to achieving goals
	Facilitates discussions on the meaning of goal-setting, autonomy, and entrepreneurship	Facilitates connections between how goal-setting, autonomy, and entrepreneurship leads to learner profile/outcomes	Models goal-setting, autonomy, and entrepreneurship by setting goals and sharing progress with learners	Empowers learners to share personal strategies for goal-setting, autonomy, and entrepreneurship through small group workshops or learner-designed digital resources

Problem-Solving, Creativity, Innovation:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Problem-Solving, Creativity, Innovation Applying creative thought processes to generate innovative perspectives and solutions to problems.	**Designs learning experiences that include problems with choices between pre-defined solutions** **Facilitates opportunities for learners to explain solutions to problems** Provides a list of example solutions to a presented problem Facilitates discussions on examples of innovation	**Designs learning experiences that include opportunities to practice problem-solving** **Facilitates opportunities for learners to demonstrate solutions to problems** Facilitates learners in generating a list of potential solutions to a presented problem Facilitates innovation by encouraging learners to generate creative ideas	**Designs learning experiences that include opportunities for problem-solving, creativity, innovation, and iteration** **Facilitates opportunities for learners to create and iterate solutions to problems** Fosters creativity by facilitating a range of idea creation techniques to design potential solutions to problems Facilitates innovation by encouraging learners to bring creative ideas to action and iterate	**Engages learners in defining authentic problems to solve and providing input on learning experiences that include opportunities for creativity, innovation and iteration** **Facilitates opportunities for learners to create and iterate solutions to relevant and authentic problems** Empowers learners to generate innovative solutions to student-defined authentic problems Empowers learners to share creative ideas, action plans, and results/impact with campus/local/global community

Reflection, Growth Mindset:

Best Practices Standards	**1** conventional culture	**2** collaborative culture	**3** synergistic culture	**4** innovative culture
Reflection, Growth Mindset Designs opportunities and tools for, facilitates a culture of, and models reflective practice and growth mindset.	**Plans opportunities for reflection throughout the year** **Asks questions for reflection** Facilitates learners in discussing how to improve Facilitates growth mindset by discussing growth as a goal Models growth mindset by setting professional goals for improving practice	**Designs opportunities for reflection as a culmination of each learning experience** **Sets classroom norms that foster growth mindset** Facilitates learners in reflecting on feedback to apply to life lessons Facilitates growth mindset by praising effort Models growth mindset by embracing coaching as an opportunity to make progress toward goals	**Designs opportunities and tools for learner reflection as a regular part of the learning experience** **Facilitates learner reflection that fosters growth mindset through questions, norms, and learner tools** Facilitates learners in reflecting on feedback to apply to subsequent iterations of solutions or products Facilitates growth mindset by celebrating risk-taking and others' successes Models growth mindset by inviting feedback from learners and coaches, analyzing missteps for ways to grow and embracing challenges in the classroom culture, coaching, and professional learning	**Engages learners in creating tools and prompts for reflection** **Empowers learners to ask questions of themselves, others, and the facilitator that encourage reflective practice** Creates a culture of critique and iterations where learners regularly seek out feedback to get better Implements a system of recognition that rewards risk-taking and grit Coaches others to growth mindset as a community of learners across the organization

Relevance, Authenticity:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Relevance/ Authenticity Designs and facilitates real challenges and connections to prior knowledge and authentic audiences.	**Plans real-world connections and explanations within the content of lessons** **Explains connections between content and the real world** Explains connections between current lessons and prior knowledge Explains connections between content and learners' interests	**Designs opportunities for learners to solve real-world problems while learning content** **Communicates to learners which professions or fields utilize the content in lessons** Facilitates learners in making connections to prior knowledge and life learning Asks learners questions to facilitate connections to their interests	**Designs or discovers real-time challenges for learners to solve during the learning cycle and to apply their knowledge and skills** **Facilitates learners in interacting with authentic audiences for critique, research, and to communicate solutions** Facilitates learners in making meaningful connections between content, learners' prior knowledge, life experience and life learning expectations Consults learners for input on how to increase the relevance and authenticity of their work	**Engages learners in designing real challenges based on relevant interests and authentic audiences** **Creates systems for connecting to authentic audiences in the local community for design ideas, networking opportunities for learners, and collaboration** Coaches learners to make connections between real challenges and life goals Coaches learners to transfer learning of processes and content to solve real-time, personal, local, and/or global challenges not assigned in the classroom

Small Group Instruction:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Small Group Instruction Designs and facilitates effective, differentiated small group instruction workshops personalized to individual learner needs.	**Plans standards-aligned small group workshops based on scope and sequence** **Teaches topics in small group instruction that are standards-aligned** Teaches concepts in small group instruction based on scope and sequence Provides notes to learners during small group instruction	**Plans differentiated standards-aligned small group workshops based on scope and sequence** **Facilitates small group instruction workshops that are interactive** Facilitates small group instruction workshops based on data Facilitates learners in organizing the information during small group instruction workshops	**Designs differentiated small group instruction workshops on standards-aligned topics to meet anticipated needs of learners** **Facilitates effective small group workshops considering multiple learning styles and checking for understanding** Facilitates small group instruction workshops for learner needs identified through formative assessment Facilitates effective small group instruction workshops by providing a tool for learners to organize and share the learning	**Empowers learners to lead small group instruction workshops on relevant topics based on strengths and interests** **Invites virtual or actual authentic audiences to provide small group instruction workshops based on student interest** Facilitates small group instruction workshops based on identified curiosities of learners to enrich and extend learning Collaborates with learners to create tools to organize and share learning from small group instruction workshops

Standards Alignment:

Best Practices Standards	1 conventional culture	2 collaborative culture	3 synergistic culture	4 innovative culture
Standards Alignment Designs units, resources, activities, and assessments that are aligned to conceptually, clustered standards and are relevant to learners.	**Designs resources, activities and assessments by topics** **Designs rubrics for assessment aligned to topics** Designs lessons based on standards	**Designs resources, activities and assessments aligned to the standards** **Designs rubrics for assessment aligned to standards** Designs units based on conceptually clustered standards	**Designs standards-aligned resources, activities and assessments that are relevant and challenging to learners** **Designs rubrics for assessment aligned to standards and scaffolded for levels of thinking** Designs learning experiences based on conceptually clustered standards to apply in current situations that are relevant and challenging to learners	**Empowers learners to create standards-aligned resources, activities, and assessments that are relevant and challenging** **Collaborates with learners to design rubrics for assessment aligned to standards and scaffolded for levels of thinking** Designs integrated units based on conceptually clustered standards that are relevant and challenging to learners