



Teacher Leader Group Exemplars

Directions: Complete this form for each of the exemplars you would like to share with the larger teaching community. Describe how you implemented this practice and how students were successful with it. Please keep in mind that the audience is educators from around New York State, so please refrain from using district-specific terms.

Barrier Addressed	Barrier 3
Self Assessment Alignment	Students can use these resources, and others that are similar, to ensure they are able to be successful. They can use it as a checklist and a self reflection of how they did on a task prior to turning it in.
Title of Practice/Strategy	Rubric Checklist
Description	I provide criteria and/or rubrics to explain assignment expectations - Students use this to know exactly what is expected and how they will be evaluated. For some students, I cut up each piece of the rubric, so they only see and check one piece at a time. They keep pieces of the rubric that relate to their goals taped to their desk to remind them during that class that they need to work on that particular skill. Others evaluate themselves to determine how many points they should get. Sometimes, they use rubrics to help peer review someone else's work.
Grade(s) of Students Used with	4-6
Description of Student Population	General Education, Special Education students in a Consultant Teacher Environment, 15:1 students (modified for language even further)
Environment used in	Typically Reading and Writing
Resources/Links Used	

<p>How did you teach Students to do/use this?</p>	<p>Start with a very basic rubric/checklist. It shouldn't be wordy at all. Have them practice evaluating a model that was teacher created. " I do, we do, you do" type learning - show them, do it together, than have them try one. Slowly build the rubric and checklists. Then use it depending on what works for that student (goal driven, check list, cut up into sections, highlighted), etc.</p>
<p>How did this practice/strategy help your students be more successful in remote/hybrid learning?</p>	<p>In a remote world, students are expected to be even more independent, which can be hard when they have continuously had adults guiding them and providing them with what they need to do. This helped them to really reflect on their tasks before they turned it in. It helps students that have difficulty with organization maintain focus and prompts them to edit or review their work.</p>