Instructional Framework Rubric

An Instructional Framework is a district's vision and roadmap for achieving high-quality, equitable (on-grade-level) instruction for all students in a specific content area. To be effective, an Instructional Framework must be clear, concise, practical, and above all, RBIS-aligned.

The rubric below is designed to outline the characteristics of an effective Instructional Framework.

		0 Needs Improvement	1 Developing	2 Effective	3 Exemplary
Vision Statement *communicates the desired outcome, grounded in high expectations for all students.*	**Clear and Compelling**	Framework does not include a content-specific vision statement or includes a vision statement that is deeply misaligned to research-based, equitable instruction for all students.	Content-specific vision statement is vague and/or not a compelling call to action.	Content-specific vision statement is a clear and compelling call to action.	Content-specific vision statement is a clear, concise, and compelling call to action.
Belief Statements *provide the research-based mindsets and practices that drive high-quality instruction in each content area.*	**RBIS Aligned Practices**	Framework does not include belief statements or includes belief statements that are deeply misaligned to content-specific RBIS	Belief statements are loosely connected to some of the content-specific RBIS.	Belief statements reflect all four content-specific RBIS.	Belief statements demonstrate deep internalization of all four content-specific RBIS.
	High Expectations for all Students	Framework does not include belief statements or includes belief statements that are deeply misaligned	Belief statements include mindsets that are somewhat connected to equitable,	Belief statements explicitly include mindsets that promote equitable, on grade-level	Belief statements explicitly include mindsets that promote equitable, on grade-level

		to equitable, on grade-level instruction for all students.	on grade-level instruction for all students.	instruction for all students.	instruction for all students and are specific to district-context.
	Lay the Foundation for Stakeholder Actions	Framework does not include belief statements or includes belief statements that are deeply misaligned to content-specific RBIS.	Belief statements communicate some research-based practices and mindsets that are somewhat connected to stakeholder actions.	Belief statements communicate the research-based practices and mindsets that provide the "why" behind the stakeholder actions.	Belief statements clearly communicate the research-based practices and mindsets that provide a compelling "why" behind the stakeholder actions.
Stakeholder Actions *(at minimum, must include students, teachers, leaders, and families)*	**RBIS Alignment**	Framework does not include stakeholder actions or includes actions that are deeply misaligned to RBIS.	Stakeholder actions are loosely connected to some of the content-specific RBIS.	Stakeholder actions reflect all four content-specific RBIS.	Stakeholder actions demonstrate deep internalization of all four content-specific RBIS.
	Alignment Across Stakeholder Groups	There is no alignment across stakeholder groups.	There is weak alignment across stakeholder groups.	There is strong alignment across stakeholder groups.	There is full and strategic alignment across stakeholder groups.
	Actionable and High Impact	No stakeholder actions are concrete and high impact.	Some stakeholder actions are concrete and high impact.	Most stakeholder actions are concrete and high impact.	All stakeholder actions are concrete and high impact.

General Guidance

The checklist items below outline key design features that ensure an Instructional Framework is both practical and accessible:

- ☐ **Length:** Does not exceed 4 pages
- ☐ **Structure:** Well-organized with clearly defined sections
- ☐ **Formatting:** Visually appealing format; at minimum, includes district logo and may also include purposeful graphics or visuals
- ☐ **Language:** Clear, concise, user-friendly language throughout


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