

## RUBRIC FOR IMPLEMENTING THE REFORM

**TASK: To successfully implement the Quebec Education Program reform from 2000-2005**

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CRITERIA	Beginner	Intermediate	Proficient	Expert
School vision	Vision is not consulted when setting school goals	Vision is consulted and has some impact in setting school goals	A shared vision is used in setting many school goals	A shared, compelling vision drives all activity in the school.
Team building	Teachers get together socially but demonstrate little professional collaboration. Teachers work in isolation most of the time. Teachers have few teamwork skills.	Teachers work in teams on school-wide projects but not at the level of classroom teaching and learning. Teachers are developing teamwork skills.	Most teachers work effectively in small teams and occasionally plan, teach and evaluate classroom projects as teams. Teachers demonstrate communication, conflict-resolution and consensus decision-making skills.	Everybody is part of a team. Individual expertise is recognized and used. Planning, teaching and student evaluation done in teams. Teachers demonstrate communication, conflict-resolution and consensus decision-making skills.
Professional development	Staff PD occurs during PED days. Most PD is individual using PIC funds. There is little staff PD led by in-house experts.	Innovative Grants are used to support staff PD; however, teachers must also find their own time to meet in teams. Some use of in-house experts.	Most staff PD is built into the teachers' workload. In-house expertise is regularly used for staff PD. Outside consultant is used occasionally.	Time for PD is entirely built into workload. In-house expertise is extensively used for staff PD. An outside consultant is consistently used.
School organization	School organization offers teachers a few meaningful opportunities to work in teams.	School is organized so that teachers are offered several meaningful opportunities to work in teams.	Teachers work in small teams most of the time and are beginning to take collective responsibility for student learning in their cycle.	School is organized so that small teams of teachers share responsibility for student learning over a two-year cycle.
Leadership	Principal is in charge. Teachers are consulted. Decisions reached mostly by principal.	Leadership is shared on some topics. Decisions reached by voting and consensus. Some ownership by teachers	Leadership is shared in many areas. Decisions reached by consensus. Some teachers take ownership for implementing change.	Leadership is shared. Decisions reached by consensus. Most teachers take ownership for implementing change.