

## CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) IMPLEMENTATION RUBRIC

<b>PART 1: CFIP Leaders and Participants</b>	<b>COLLABORATIVE Exemplary level of development and implementation</b>	<b>COLLEGIAL Fully functioning and operational level of implementation</b>	<b>EMERGING Limited development and/or partial implementation</b>	<b>PRE-INITIATION OF CFIP No evidence of development or implementation</b>
<p style="text-align: center;"><b>CFIP Leadership</b></p>	<p>1. CFIP sessions are facilitated by teachers who assume full leadership for CFIP session planning and follow-up.</p> <p>2. Administrators are openly enthusiastic about the CFIP protocol. Administrators use a variety of strategies to encourage and facilitate staff participation in professional development in response to CFIP results.</p> <p>3. Leaders have articulated a compelling reason for CFIP, so that a great majority of teachers know why they are analyzing data, see value in the process, and believe it to be a good use of their time.</p>	<p>1. CFIP sessions are facilitated by an instructional specialist, department leader, teacher, or administrator, as appropriate to the agenda.</p> <p>2. Administrators are very supportive of the CFIP protocol and provide multiple opportunities for professional development linked to CFIP, as needed throughout the year.</p> <p>3. A good number of teachers – but not yet a majority – understand why they need to analyze data and see value in the CFIP process.</p>	<p>1. CFIP sessions are usually facilitated by an instructional specialist or administrator, with input from teachers.</p> <p>2. Administrators are somewhat supportive of the CFIP protocol and provide limited funding and opportunities for professional development linked to CFIP.</p> <p>3. There is some initial understanding among a few teachers about why they must analyze data regularly. These teachers see the value of the CFIP process. Others do not.</p>	<p>1. Data analysis sessions are always facilitated by an instructional specialist or administrator, with no input from teachers.</p> <p>2. Administrators are apathetic about the CFIP protocol and provide no funding or opportunities for professional development linked to teachers' use of CFIP.</p> <p>3. There is a lack of clarity across the school about why data analysis is important. As a result, many teachers believe it to be a waste of their time.</p>

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<b>CFIP Participants' Roles and Responsibilities</b>	<p>1. All grade-level teams (in elementary schools) or content teams (in middle and high schools) use the CFIP protocol on a regular basis.</p> <p>2. All staff members bring student assessment data to CFIP sessions.</p> <p>3. CFIP participants regularly collaborate to develop lesson plans, instructional activities, and assessments, as a result of CFIP data analyses.</p>	<p>1. Most grade-level teams (in elementary schools) or content teams (in middle and high schools) use the CFIP protocol on a regular basis.</p> <p>2. Most participants bring student assessment data to CFIP sessions.</p> <p>3. CFIP participants regularly share individually-developed lesson plans, instructional activities, and assessments, as a result of CFIP data analyses.</p>	<p>1. Only a few grade-level teams (in elementary schools) or content teams (in middle and high schools) use the CFIP protocol on a regular basis.</p> <p>2. Instructional specialists, administrators, and department leaders are usually the only staff members to bring student assessment data to CFIP sessions.</p> <p>3. There is occasional sharing of lesson plans, instructional activities, and assessments, as a result of CFIP data analyses.</p>	<p>1. No grade-level teams (in elementary schools) or content teams (in middle and high schools) use the CFIP protocol on a regular basis.</p> <p>2. Little student assessment data are brought to data analysis sessions.</p> <p>3. There is no sharing of lesson plans, instructional activities, or assessments, as a result of data analysis sessions.</p>

<b>PART 2: CFIP Meeting Structure</b>	<b>COLLABORATIVE Exemplary level of development and implementation</b>	<b>COLLEGIAL Fully functioning and operational level of implementation</b>	<b>EMERGING Limited development and/or partial implementation</b>	<b>PRE-INITIATION OF CFIP No evidence of development or implementation</b>
<b>Schedule</b>	<p>1. CFIP dialogues are embedded in the schedule during the school day, at least once every other week.</p> <p>2. Classroom data are analyzed collaboratively by teachers (either formally or informally) on an almost daily basis.</p>	<p>1. CFIP dialogues are embedded in the schedule during the school day, at least once a month.</p> <p>2. Classroom data are analyzed collaboratively only after staff-created common assessments.</p>	<p>1. CFIP dialogues are embedded in the schedule during the school day, at least once a quarter.</p> <p>2. Data are analyzed collaboratively only after district benchmark assessments.</p>	<p>1. There are no set meeting times for data dialogues. Meetings are scheduled irregularly, if at all.</p> <p>2. Data are analyzed collaboratively only yearly after state tests, or they are not analyzed collaboratively at all.</p>
<b>Extent of Participation</b>	<p>All appropriate staff members participate actively in the CFIP dialogue.</p>	<p>Most appropriate staff members participate actively in the CFIP dialogue.</p>	<p>One person is clearly in charge; others participate only occasionally in the CFIP dialogue.</p>	<p>There is little active participation by staff members in the CFIP dialogue.</p>
<b>Integration of CFIP</b>	<p>The CFIP protocol is completely embedded as an integral part of teachers' ongoing instructional planning.</p>	<p>The CFIP protocol is seen by teachers as a valuable addition to – but not an integrated part of – their ongoing instructional planning.</p>	<p>The CFIP protocol is limited to data analysis only, and is seen by teachers to have limited application to their ongoing instructional planning.</p>	<p>The CFIP protocol is not used on a regular basis or is seen by teachers as having no relationship to their ongoing instructional planning.</p>

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<b>Norms</b>	<p>All teams have established and consistently follow an explicit set of norms that promote collective inquiry and active involvement by all team members.</p>	<p>All teams have norms, but some teams find it difficult to follow them all the time.</p>	<p>There was an initial writing of norms by most teams, but they are often not followed by most teams.</p>	<p>Teams have not set norms.</p>
<b>Use of CFIP's Guiding Questions</b>	<p>After considerable experience with the CFIP protocol's guiding questions, the questions have been tailored specifically to needs of the team.</p>	<p>The guiding questions that make up the CFIP protocol are used consistently in each data analysis session.</p>	<p>There is limited use of the guiding questions that make up the CFIP protocol, or they are not used effectively.</p>	<p>There is no use of the CFIP protocol's guiding questions.</p>
<b>Reflection and Evaluation of CFIP Meetings</b>	<p>All teams regularly spend the last few minutes of each CFIP dialogue reflecting on what went well and on identifying specific improvements that they attempt to implement at the next meeting.</p>	<p>Most teams reflect at the end of each meeting and attempt to implement their conclusions at their next meeting.</p>	<p>Teams occasionally reflect on their processes, but few changes are made in future meetings.</p>	<p>There is no reflection or evaluation by team members about the success of the CFIP sessions.</p>

<b>PART 3: CFIP Data Analysis Process</b>	<b>COLLABORATIVE Exemplary level of development and implementation</b>	<b>COLLEGIAL Fully functioning and operational level of implementation</b>	<b>EMERGING Limited development and/or partial implementation</b>	<b>PRE-INITIATION OF CFIP No evidence of development or implementation</b>
<b>Data Sources Used</b>	<p>Data from many sources are triangulated (brought together), such as state assessment scores; district benchmarks; team/grade-level common assessments; and individual teacher tests, homework, warm-ups, quizzes, alternative assessments, attendance records, and discipline records.</p>	<p>Multiple sources of data, such as state assessment scores, district benchmarks, and some teacher-created tests, are analyzed at various times during the year, but there are limited efforts to triangulate (bring together) results.</p>	<p>Only state assessment and district benchmarks scores are analyzed.</p>	<p>Only state assessment scores or no data are analyzed.</p>
<b>Comparisons Made</b>	<p>All appropriate levels of comparison are considered, such as individual student progress over time, student to class, class to school, school to district, class to class, and subgroup to subgroup.</p>	<p>Some appropriate comparisons are made, such as student to class, class to class, and subgroup to subgroup.</p>	<p>Limited appropriate comparisons are made, such as class to class and school to district.</p>	<p>Few, if any, appropriate comparisons are made.</p>

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<b>Depth of Data Disaggregation</b>	<p>Data are analyzed at a finely a grained level, such as by student achievement on the specific essential grade-level skills and knowledge from Maryland’s College and Career-Ready Standards Framework.</p>	<p>Data are analyzed at a relatively specific level, such as by domain or cluster from Maryland’s College and Career-Ready Standards Framework.</p>	<p>Data are analyzed at a global or general level, such as by subject area.</p>	<p>Data are analyzed only at a very superficial level, such as the percentages of students passing or proficient on a test.</p>
<b>Use of the CFIP Template</b>	<p>The CFIP template is completed fully and in detail at each data dialogue session and shared promptly with team members and school administrators.</p>	<p>The CFIP template is completed at each session, but one or two sections of the template may lack the specificity needed for effective follow-up.</p>	<p>An effort is made to complete the CFIP template at each session, but it may be incomplete or inaccurate.</p>	<p>No template is completed at the CFIP sessions.</p>
<b>Use of Data Warehouse Reports</b>	<p>Teams effectively access and use data from appropriate district data warehouse reports when completing CFIP steps 3 and 5.</p>	<p>Teams attempt to access and use data from appropriate district data warehouse reports when completing CFIP steps 3 and 5, but this process may slow down the protocol because of a lack of familiarity with how to access the reports quickly.</p>	<p>Appropriate data warehouse reports are accessed by leadership team members and given to teachers to use with the CFIP protocol.</p>	<p>Appropriate data warehouse reports are not used as a part of the CFIP protocol.</p>

<b>PART 4: Planning and Follow-up Based on CFIP Results</b>	<b>COLLABORATIVE Exemplary level of development and implementation</b>	<b>COLLEGIAL Fully functioning and operational level of implementation</b>	<b>EMERGING Limited development and/or partial implementation</b>	<b>PRE-INITIATION OF CFIP No evidence of development or implementation</b>
<b>Team Planning Based on CFIP Results</b>	<p>All teams collaboratively plan re-teaching, enrichments, interventions, and improvements in future instruction, with flexible grouping and modifications for all learners, based on CFIP results.</p>	<p>Most teams collaboratively plan re-teaching, enrichments, interventions, and improvements in future instruction, based on CFIP results.</p>	<p>Most teams only plan collaboratively to address the areas of greatest student weakness at the whole class level, based on CFIP results.</p>	<p>There is no team planning to improve instruction, based on data analysis results.</p>
<b>Follow-Up Differentiated Instruction Based on CFIP Results</b>	<p>Staff members differentiate on multiple levels (such as for intervention and enrichment) on a regular basis and are flexible in changing their plans as needed, based on CFIP results.</p>	<p>Staff members make occasional use of specifically-designed individualized interventions and enrichments, as indicated by CFIP results</p>	<p>Staff members provide only generic interventions and enrichments available to all students, such as extra credit and voluntary, after-school coach class.</p>	<p>Staff members teach all classes the same, regardless of the data analysis results. There are no intervention or enrichment opportunities for students.</p>

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<b>Autonomy to Depart from the Pacing Guide</b>	<p>Teachers are expected to depart from the Pacing Guide or curriculum scope and sequence and re-teach content when CFIP results show that a large number of students lack the necessary skills and knowledge to move forward.</p>	<p>Teachers are permitted to depart from the Pacing Guide or curriculum scope and sequence and re-teach content when CFIP results show that a large number of students lack the necessary skills and knowledge to move forward.</p>	<p>Teachers have limited discretion to depart from the Pacing Guide or curriculum scope and sequence and re-teach content when CFIP results show that a large number of students lack the necessary skills and knowledge to move forward.</p>	<p>Teachers may not depart from the Pacing Guide or curriculum scope and sequence and re-teach content, even when CFIP results show that a large number of students lack the necessary skills and knowledge to move forward.</p>
<b>Celebration of CFIP Results</b>	<p>Big and small achievement of CFIP results are frequently recognized and celebrated with all stakeholders. Student achievement results are linked directly to the collaboration of teachers.</p>	<p>Achievement of CFIP results are occasionally recognized and celebrated. Student achievement results are only occasionally linked to the collaboration of teachers.</p>	<p>There are limited celebrations of CFIP results, with no links to the collaboration of teachers.</p>	<p>There are few, if any, celebrations of student achievement results.</p>