

# Instructional Leadership Levers

## Professional Learning

# Unit Internalization Rubric

As you implement your unit internalization practice, it’s important to monitor your progress so you know what’s working and not working and can adjust accordingly. The rubric below can be used to document progress toward your intended outcomes and help inform decision making about next steps. Time between progress monitoring moments will vary depending on your context, but we generally recommend that you refer back to this document every six to eight weeks so that you keep an accurate pulse on this practice in your school.

Through the table, in the “how do you know?” column, you’ll see prompts referencing teacher and facilitator surveys. Those prompts are found on these two surveys, **Unit Internalization: Teacher Survey** and **Unit Internalization: Facilitator Survey**, and are targeted to tell you more about the current state of the corresponding outcome.

Indicator	How do you know?	Current state
<p>1a. Teachers study the curriculum’s unit to deeply understand what students are expected to learn (big ideas).</p>	<p><b>Artifacts:</b> Annotated unit plans</p> <p><b>Teacher focus groups</b></p> <p><b>PLC observation</b></p> <p><b>Teacher survey:</b> “During unit internalization, we study the curriculum’s unit to deeply understand what students are expected to learn (big ideas).”</p> <p><b>Facilitator survey:</b> “During unit internalization, teachers study the curriculum’s unit to deeply understand what students are expected to learn (big ideas).”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Only a few teachers can identify the big ideas that students are supposed to learn in the unit.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers can identify the big ideas that students are supposed to learn in the unit.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers can identify the big ideas that students are supposed to learn in that unit and explain how they connect to prior or future units.</p>
<p>1b. Teachers understand the arc of learning over the course of the curriculum’s unit.</p>	<p><b>Teacher focus groups</b></p> <p><b>PLC observation</b></p> <p><b>Teacher survey:</b> “Unit internalization helps me understand the arc of learning over the course of the unit.”</p> <p><b>Facilitator survey:</b> “Unit internalization helps teachers understand the arc of learning over the course of the unit.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Only a few teachers can describe the arc of learning over the course of the unit; most do not understand how all of the major components lead to student mastery.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers can describe the arc of learning over the course of the unit, but many do not understand how all of the major components lead to student mastery.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers understand the arc of learning over the course of the unit; they can explain how all major components lead to student mastery and how this arc connects to prior and future units.</p>

<p>1c. Teachers know how students will be assessed within the curriculum.</p>	<p><b>Artifact:</b> Student assessments</p> <p><b>Teacher survey:</b> “After unit internalization, I know how students will be assessed.”</p> <p><b>Facilitator survey:</b> “After unit internalization, teachers know how students will be assessed.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Prior to beginning the unit, few teachers know how students will be assessed and what exemplary responses would include.</p> <p><input type="checkbox"/> <b>Developing:</b> Prior to beginning the unit, some teachers know how students will be assessed and what exemplary responses would include.</p> <p><input type="checkbox"/> <b>Deepening:</b> Prior to beginning the unit, most teachers know how students will be assessed and what exemplary responses would include; they can explain how they will use this data to adjust instruction.</p>
<p>1d. Teachers use time flexibly over the course of the curriculum’s unit to prioritize content that addresses specific students’ unfinished learning needs.</p>	<p><b>Artifact:</b> Adjusted unit plan scope and sequence based on student data</p> <p><b>Teacher survey:</b> “Unit internalization helps me prioritize content that addresses specific students’ unfinished learning needs.”</p> <p><b>Facilitator survey:</b> “Unit internalization helps teachers prioritize content that addresses specific students’ unfinished learning needs.”</p> <p><b>Classroom observations</b></p>	<p><input type="checkbox"/> <b>Emerging:</b> Few teachers use time flexibly to provide additional support to specific students around unfinished learning.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers use time flexibly to provide additional support to specific students around unfinished learning.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers use time flexibly to provide additional support to specific students around unfinished learning.</p>
<p>1e. Teachers find unit internalization valuable.</p>	<p><b>Teacher survey:</b> “I find unit internalization valuable.”</p>	<p><input type="checkbox"/> <b>Emerging:</b> Few teachers find unit internalization valuable.</p> <p><input type="checkbox"/> <b>Developing:</b> Some teachers find unit internalization valuable.</p> <p><input type="checkbox"/> <b>Deepening:</b> Most teachers find unit internalization valuable.</p>

**Notes:**