

TBT Performance Rubric

Criterion	Beginning	Developing	Accomplished	Exemplary
<i>Collaboration</i>	Members are uncomfortable with one another at best.	Members have begun to coalesce as a team.	Members collaborate: they are frank with one another.	Members consistently deal with difficult issues and solve problems well.
<i>Scheduling</i>	Meetings occur infrequently on an ad hoc basis.	Meetings are held monthly for about an hour.	Hourly meetings are regularly scheduled at least every other week.	Hourly meetings take place every week without fail.
<i>Purpose</i>	Members would rather be someplace else.	Members have begun to focus on students.	Members grasp the responsibility of TBTs for teaching and learning.	Members concertedly exercise responsibility for teaching and learning.
<i>Use of Data</i>	Members feel punished by data.	Members are comfortable handling student data.	Members begin to gather their own data, especially including data about teaching (aka “adult implementation”).	Members understand and apply techniques of systematic inquiry to many sorts of data and questions.
<i>Follow-through</i>	Irregular and disorganized meetings do not allow for progress.	The TBT makes simple plans and executes them.	The TBT monitors implementation.	The TBT works on a project until the team confirms adequate progress.
<i>OIP/PDSA Cycle</i>	Members don’t much care for the OIP and don’t understand PDSA cycles.	The TBT attempts a PDSA cycle.	All members understand the OIP and use PDSA cycles in TBT work.	The OIP outlook (collaboration, value of teams, 5-step process, PDSA cycles) is institutionalized in TBT practice and members’ thinking.