

# Teaching Continuity Readiness Rubric

Learn more about learning continuity plans and your school's readiness at [MICHIGANVIRTUAL.ORG/LEARNING-CONTINUITY](https://MICHIGANVIRTUAL.ORG/LEARNING-CONTINUITY)

*This document is best printed on 11x17 paper.*

Teacher Readiness	Communications	Content Delivery	Curricular Material	Technology Skills	Learning Communities	Adaptability	Assessments	Relationships
<b>Less Ready</b>	In general, I do not use digital communication tools, including video conferencing services to facilitate class discussion forums.	I use instructional strategies that are dependent on traditional face-to-face delivery models in a classroom setting during normal school hours.	I use a physical textbook as the primary curricular resource for students and supplement it with other print material.	I have basic computing skills and can make online purchases, conduct Internet searches, access social media sites, use presentation software, a word processor, and a spreadsheet tool.	I have a basic understanding of how to use online tools and resources to create learning communities.	In general, I use a fixed schedule with required hours spent on topics based on a traditional school calendar using a synchronous delivery model.	In general, I use paper and pencil assessments and rely heavily on physical cues or observations to access student understanding.	I rely almost exclusively on face-to-face interactions to build relationships with students, parents, and colleagues.
↓	I use digital communication tools to facilitate individual, small group, or class discussion forums.	I have experimented using technology to support instructional strategies that differentiate learning for students.	I use a physical and/or online textbook and I am beginning to use online content, tools, and resources to expand curricular options for students.	I have moderate computing skills and I am able to perform more complex tasks, such as uploading files, installing software, managing student information system (SIS) data, and use cloud-based tools such as the G-Suite or Office 365.	I am beginning to use online tools and resources to create class learning communities that are designed to exchange information and collaborate.	I am beginning to use real-time and on-demand delivery models to adapt to the diverse learning styles and needs of students.	I make use of third-party formative computer-based and/or online assessments and use the results to adjust teaching strategies.	I have begun to augment face-to-face interactions with one-to-one digital communications as a strategy to strengthen relationships with students, parents, and colleagues.
<b>More Ready</b>	I demonstrate advanced facilitation skills using email, text messaging, social media platforms, and other digital communication tools, including audio and/or video conferencing services to facilitate real-time and on-demand discussion forums that capture the voice of students.	I use a variety of technology to support instructional strategies that differentiate learning for students that are not dependent on face-to-face delivery models during normal school hours.	I have extensive experience using a mix of offline and online content, learning materials, and resources to expand curricular options for students that are designed to increase engagement and personalize learning.	I have advanced computing skills and have experience integrating a variety of productivity, data, and educational software apps, including online platforms such as a learning management system (LMS).	I create a range of dynamic, online and blended learning communities to enable students and teachers to exchange information, conduct research, collaborate, investigate, and co-create within local and global communities.	I use real-time and on-demand delivery models to adapt to the diverse learning styles and needs of students and support flexible pacing, as well as learning spaces beyond the classroom.	In addition to using third-party online assessments, I have experience using software apps and online tools to create customized assessments. I use assessment data to adjust in-person and online instructional strategies.	I recognize the value of personalized one-to-one and group digital communications as an effective strategy to build relationships and share feedback. I use a mix of face-to-face and digital communications with students, (age-appropriate) as well as with parents and colleagues.