

**Systems Thinking in Schools, A Waters Foundation Project  
Systems Thinking Instructional Capacity Rubric**

<b>Focus Areas</b>	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Planning</b>	Teacher uses existing lessons obtained from websites, books, training, or other teachers with little to no modification.	Teacher is able, with some assistance, to adapt existing lessons to the curriculum, standards, and specific needs of students.	Teacher independently adapts existing lesson or unit plan to the curriculum, standards, and specific needs of students.	Teacher integrates ST habits, concepts and tools into instruction in multiple contexts over the course of the school year. Application of ST is evident beyond specified lesson plans.
<b>Instruction</b>	There is no evidence that a lesson incorporating ST concepts and tools has taken place.	Teacher requires assistance teaching a lesson incorporating the ST concepts and tools.	Teacher independently teaches an ST lesson without assistance.	Teacher mentors colleagues by <ul style="list-style-type: none"> <li>- inviting other teachers to observe,</li> <li>- assisting others in planning or debriefing an ST lesson, and</li> <li>- observing others and providing feedback on an ST lesson.</li> </ul>
<b>Habits of Systems Thinking</b>	There is little to no evidence that habits of systems thinking are incorporated into lessons.	Teacher refers to habits of systems thinking during instruction.	Teacher refers to habits of systems thinking often and helps students make connections between learning goals and specific habits of systems thinking.	Teacher fosters student ability to independently refer to habits of systems thinking and make connections between learning goals and specific habits of systems thinking.
<b>Systems Thinking Tools</b> (BOTG, CLD, S/F map/model, Iceberg, ladder of Inference, connection circle)	Students observe teacher using a systems thinking tool during instruction.	Teacher uses guided instruction when using a systems thinking tool during instruction.	Teacher uses both guided instruction and independent student practice when using a systems thinking tool during instruction.	Teacher fosters students independently choosing and using an appropriate systems thinking tool when participating in learning activities.
<b>Transfer</b>	Little to no evidence of transfer is observable.	During instruction, teacher helps students transfer understanding of how one system operates by comparing it to another system of a different type that operates in a similar manner.	During instruction, teacher asks students to transfer understanding of how one system operates by comparing it to another system of a different type that operates in a similar manner.	Teacher fosters students independently transferring understanding of how one system operates by comparing it to another system of a different type that operates in a similar manner.
<b>Student Work Samples</b>	No evidence of ST student work is observable or available.	Teacher representation of student work is shared, as when a teacher draws a visual representation of what students describe.	Teacher shares samples of work illustrating the students' systems thinking abilities.	Teacher shares student work with colleagues and actively asks for and offers critique that informs instruction.