Instructional Design

Quality Indicator   **1**   **Content knowledge and academic language**

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Knows and can demonstrate depth of content knowledge and communicates the meaning of academic language.	Delivers accurate content by using supplemental resources and academic language into learning activities.	Incorporates new information into instructional units and lessons by displaying knowledge of the important concepts of the content	Has mastery of subject matter and continually incorporates new research-based content knowledge into instruction.

Scoring Rubric 2.1

Evidence of Commitment

* Group work			Use of supplemental primary sources that are aligned to local standards		Stays current on new content and incorporates it into lessons		Continually expands knowledge base on content and infuses into content
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Instruction reflects accuracy of content knowledge…			Instruction indicates an appreciation of the complexity and ever evolving nature of the content…		Instructional focus is on the most important concepts of the content and includes new content as appropriate…		Continually seeks out new information and applies it to learning in their classroom…
*Group work *Provides academic vocabulary *Limited student engagement			*Purposeful grouping *Reviews academic vocabulary *Majority of students are engaged		*Clear learning expectations for students *Use of academic vocabulary *Encouraging student responsibility *High student engagement *Relevancy of content *Builds on student background knowledge		*Facilitates student actions to address relevant real world issues from various perspectives
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students are generally familiar and can recognize academic language			Students are able to use academic language		Students accurately use academic language related to their discipline		Students communicate effectively using academic language from a variety of sources
* Students are aware of the learning objective			*Students can explain the learning objective		* Student growth data *Student can identify the relevancy of the learning objective		*Student takes initiative to apply to new learning
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
					Avg Score:		

Instructional Design

Quality Indicator   **2**   **Disciplinary research and inquiry methodologies**

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language	The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities	The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.

Scoring Rubric 2.2

Evidence of Commitment

Is well prepared to guide students to a deeper understanding of content		Stays current on new content and incorporates it into lessons		Use of supplemental primary sources that are aligned to local standards		Continually expands knowledge base on content and infuses into content
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently

Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Instruction indicates a basic level of understanding about research and inquiry methodologies	Accepted methods of research in the content area are identifiable in observations of instructional practice *Engage students in the process *Use background knowledge *Guide students through the process of gathering the information	Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline *Clear learning expectations for students *Use of academic vocabulary *Encouraging student responsibility *High student engagement *Relevancy of content *Builds on student background knowledge	Student- inquiry instructional approaches are prominent throughout instructionlearning in their classroom… *Teacher encourages "outside the box" thinking *Students are able to address relevant, real-world topics

Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students have a general knowledge of basic inquiry and research strategies * Teacher led project	Students begin to use basic methods of inquiry/research methodologies * Teacher guided project	Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods *Students analyze the complexities of an issue or question using perspectives from various disciplines *Use multiple sources to support research premise	Students design and conduct research individually and in teams using standards of evidence in the field *Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines *Design a project of real world relevance from a different point of view

Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Instructional Design

Quality Indicator   **3**   **Interdisciplinary instruction**

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Demonstrates the ability to make interdisciplinary content connections during instruction.	Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.

Scoring Rubric 2.3

Evidence of Commitment

Is well prepared to guide students to a deeper understanding of content			Stays current on new content and incorporates it into lessons		Use of supplemental primary sources that are aligned to local standards		Continually expands knowledge base on content and infuses into content
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Connections between various disciplines are logical and add to overall learning *Teacher led instruction			Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery *Implement best research based practices for high student engagement *Encourage student responsibility *Academic vocabulary is used in content area *Teacher builds background knowledge in area		Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question Interdisciplinary teaching across subjects *High student engagement with research based teaching strategies *Draw on student background knowledge *Academic vocabulary used in multiple learning designs *Uses tiered differentiated learning opportunities		Incorporates current interdisciplinary themes into collaborative classroom learning experiences *Student directed learning activities where the teacher is in a facilitator role *Students can explain or write about their own learning (self-assessment) *Real world application of interdisciplinary
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students understand the meaning of inter-disciplinary content connections *Student identifies general knowledge of content area *Students are told the connections			Students apply disciplinary knowledge to real world problems with interdisciplinary themes *Students are given resources that are connected		Students analyze the complexities of an issue or question using perspectives from varied disciplines *Student application through data notebooks, reflections or journals *Students are able to use multiple resources to make connections		Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines *Evidence of growth through multiple resources in interdisciplinary instruction *Students are able to find their own resources for real life connections
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Instructional Design

Quality Indicator   **4**   **Theory of Learning**

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Applies theories of learning to create well-planned and delivered instruction.	Implements research-based instruction focused on production of learning for individual students.	Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	Continuously modifies instruction based on his / her own emerging research and shares effective practices and modifications with colleagues.

Scoring Rubric 2.4

Evidence of Commitment

Lesson plans are consistent with best-practice and foundational and current learning theories			Uses best practices and current learning theories to design instruction aimed at fostering learning in every student		Uses emerging research to design instruction likely to produce learning for every student		Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Alignment exists between instruction that is planned and instruction that is delivered *Lessons are planned and delivered based on pacing guide *Attends required PD			Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs *Lessons are created & determined with research based strategies and individual needs. *PD – District provided *Attends limited PD		Delivers research based instruction consistently and effectively to produce student learning growth. *PD – collaborative with team or administration *Uses formative and summative assessment to guide instruction		Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom *Continuously researches and implements new strategies to share with colleagues (i.e. conferences) (PD) – self selected *Mentor/resources to other staff *Creates new ideas and strategies
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students receive instruction based on effective planning			Students individual learning needs are addressed		Student learning gains increase as a result of the teacher's effective instruction		Student learning increases based on increased knowledge gained by instructor Students teach other students strategies
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Instructional Design

Quality Indicator   **5**   **Instructional goals and differentiated instructional strategies**

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Differentiates instruction strategies and activities to address student learning needs in meeting the objectives of the curriculum.	Implements differentiated instructional strategies, activities and content to meet student needs and enhance learning	Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.	Leads colleagues in collaboration to evaluate the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.

Scoring Rubric 2.5

Evidence of Commitment

Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards			Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards		Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards		Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

*Utilization of small groups **Differentiates student work *Differentiated levels of teacher support			*Differentiates student work *Differentiated levels of teacher support		*Teacher facilitates flexible groupings based on individual skills or proficiencies		*Facilitates systematic processes that lead to collaborative discussion *Models, observes and provides feedback on differentiated instructional practices.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

*Teacher tracking progress of individual student learning toward the learning objective			*Student tracking individual progress toward learning objective		*Student can articulate strengths and misconceptions in relation to the learning objective *Student identifies strategies to improve		*Students peer coaching to aid in individual growth *Collaboration results in student growth across grade level, content teams, etc.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
					Avg Score:		

Instructional Design

Quality Indicator   **6**   **Student Learning, Growth and Development**

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and suuport the intellectual, social and personal devleopment of all students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs	The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intellegences, strengths, and needs.	The proficient teacher also… Adapts strategies to meet indivudualstudent needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in adcancing their own learning, building on their unique experience, intelligence, strengths and needs.

Scoring Rubric 2.6

Evidence of Commitment

Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs			Lessons indicate an understanding of individual student traits and prior experiences		Modifies lesson design and learning objectives as needed to help students become more successful learners		Plans instruction that will engage and advance each student in her/his learning and development
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs *Lessons acknowledge prior student experience *Learning inventory			Learning activities highlight and build off students individual characteristics traits and prior experiences *Lessons connect instruction to individual student experiences and needs		Assessment data is maintained to confirm that students are moving forward *Modify lessons based on student experiences and knowledge *Use students personal experiences to support learning *Allows for choices to foster multiple intelligences *Using the learning inventory results to design lessons and assignments		Learning activities involve every student in the advancement of his/her own learning *Through collaboration acquires, shares & develops strategies to actively involve students and their experiences *Application/student choice
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students know the way they think and learn is considered and addressed *Students can recall previous knowledge *Teacher led learning experience			Students can explain connections between their prior knowledge and current instruction *Teacher designs and implements student need-based instruction		Students use prior knowledge to predict new information and increase their knowledge and skill *Students understand and can reflect, predict & change their own learning		Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions *Students choose their own platform for showing what they know *Students are able to apply their optimal learning strategies independently.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	