

# PILLAR 3

## Instructional Delivery

Quality Indicator

### 1 Student engagement in subject matter

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...
Chooses from multiple sources to engage student interest and activity in the content.			Uses a variety of differentiated instructional strategies which purposefully engage students in content.		Uses specific instructional strategies to engage students and advance each individual student’s learning as evidenced by student data.		Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Scoring Rubric 3.1							
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							
*Identifies/ uses one/few instructional strategies *Uses one content resource *Research best practices			*Uses multiple instructional and engagement strategies *Uses a variety of content resources *Trying best practices		Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning  *Variety of teaching methods and resources used to engage all learners consistently		Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.  *Facilitates student action to address relevant real- world issues from global perspective *Facilitates based on student self-evaluation *Sharing knowledge base with colleagues what works
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
*Students are interested and engaged in the content			Student engagement causes content knowledge to advance  *Students can articulate their learning with evidence. *Students are active in inquiring based learning		Individual student’s learning increases and students can articulate why learning activities cause them to learn  *Students understand their learning style/preferences and can apply it.		Students demonstrate deeper content knowledge and understanding such as facilitating a group discussion by teaching others or applying it through personal experience  *Students can facilitate content and group discussion or teach others and apply in own personal life
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

# PILLAR 3

## Instructional Delivery

Quality Indicator

2 Implementation of curriculum standards

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...	
Makes informed decisions about instructional objects aligned to district mapping and pacing guides.			Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		Uses district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		Demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Scoring Rubric 3.2								
Evidence of Commitment								
Selects and creates learning experiences that are appropriate for district curriculum and assessments			Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards		Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction		Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
Evidence of Practice								
Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities  *Makes informed decisions about instructional resources aligned to district mapping and pacing guides *Basic knowledge of content topics			Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments  *Makes informed decisions about instructional resources and instructs using multiple delivery methods		Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction  *Deepens knowledge of scope and sequence and rigor and relevance framework as applies to curriculum		Facilitating formal and informal collegial support activities including curriculum and review committees	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
Evidence of Impact								
*Observations/examples of student learning needs being met			*Data trends show student learning needs being met		*Informed decisions being made based on data results and individual growth being shown		Through the work of a data team identifying misconceptions and tracking data for targeted student instruction  *Teach or lead others through data cycles *Apply data cycles in more than what is required	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
						Avg Score:		

## Instructional Delivery

Quality Indicator

### 3 Appropriate use of instructional resources to enhance student learning

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.

Emerging			Developing		Proficient		Distinguished
The emerging teacher...			The developing teacher also...		The proficient teacher also...		The distinguished teacher also...
Uses a variety of instructional resources to enhance the teaching and learning process.			Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Scoring Rubric 3.3							
Evidence of Commitment							
Lesson design includes developmentally appropriate resources			Lesson design includes the use of instructional resources, and available technology		Lesson design includes research- based resources and technology		Lesson design includes resources that promote complex thinking skills and student use of available technology
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Delivered instruction includes resources and technology to enhance the teaching and learning process			Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance		Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills		Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others
*Uses single resource			*Uses a variety of developmentally appropriate instructional resources to enhance academic performance		*Evaluate the effectiveness and make changes as needed. *Gathers information from stakeholders about current instructional practices to enhance student learning.		*Applies research based instructional resources to enhance their own teaching, as well as being a potential resource to others
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
*Students use new information and technology skills to create accurate products			*Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		*Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems		*Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original product
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

# PILLAR 3

## Instructional Delivery

Quality Indicator

### 4 Technology and media communication tools

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.

Emerging			Developing		Proficient		Distinguished	
The emerging teacher...			The developing teacher also...		The proficient teacher also...		The distinguished teacher also...	
Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.			Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		Facilitates the students’ effective use of technology and media communication tools.		Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.	
Scoring Rubric 3.4								
Evidence of Commitment								
Non-verbal communication (written, electronic, etc.) is basically effective and correct			Written and electronic communication is effective and correct		Written and electronic communication is effective and correct for all students		Written and electronic school and district-wide communication is effective	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
Evidence of Practice								
Infrequent use of technology and media communication tools to enhance the learning process  *Demonstrates limited knowledge and understanding of technology and media communication tools for purposeful instruction			Delivers instruction and models the use of technology and media communication tools to enhance learning  *Implements instruction that encourages technology and media communication tools used for learning and model those techniques		Uses strategies that engage students in effectively using technology and media communication tools  *Facilitates the students effective use of technology and media communication tools		Is able to act as resource or assist colleagues and students in their use of technology and media communication tools *Resource for colleagues and students in their use of technology and media communication tools. *Explores innovative strategies that enhances student learning and understanding	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
Evidence of Impact								
Students use technology effectively during some instructional activities			Students effectively use technology and media communication tools to learn, as directed by the teacher  *Teacher selected use of technology and media (observation, demonstration or work sample)		Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		Students effectively assist each other in their use of technology and media communication tools  *Research best practices to advance technology tools utilized	
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	
						Avg Score:		