

2017-18 Arizona Exemplary Title I Programs Award! – Scoring Rubric

Principle II - Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Rating	0	1	2	3
<p>Question 1: Describe faculty collaboration in learning teams to develop, implement, and continuously improve the effectiveness of curriculum, instruction, and assessment practices to ensure the highest levels of student achievement.</p>	<p>Content does not align with the state standards.</p> <p>Grade level teams/content areas do not have a common understanding of the content standards.</p> <p>Most instruction does not align with standards.</p> <p>Formative assessment or assessment for learning is not part of instruction.</p>	<p>Very little content aligns with the state standards.</p> <p>Few grade level teams/content areas have a common understanding of the content standards.</p> <p>Limited instruction aligns with standards.</p> <p>Formative assessment or assessment for learning is infrequently part of instruction.</p>	<p>Some content aligns with the state standards.</p> <p>Some grade level teams/content areas have a common understanding of the content standards.</p> <p>Some instruction aligns with standards.</p> <p>Formative assessment or assessment for learning is a limited part of instruction.</p>	<p>Content aligns with the state standards.</p> <p>All grade level teams/content areas have a common understanding of the content standards.</p> <p>All instruction aligns with standards.</p> <p>Formative assessment or assessment for learning is an essential part of instruction.</p>
<p>Question 2: Describe your professional development plan, including how topics are determined, how PD is delivered and how follow-up is done, etc.</p>	<p>There is no plan for on-going professional development for staff.</p>	<p>Professional development is scheduled but not topics are not based on data and there is no evidence of follow-up by leadership on PD presented.</p>	<p>Professional development is scheduled and there is some evidence of topics being based on data and some follow-up by leadership is done.</p>	<p>Professional development is scheduled and there is strong evidence of topics being based on data and follow-up by leadership is done on a regular basis.</p>
<p>Question 3: Describe the procedure your teachers use for planning lessons.</p>	<p>Lesson planning does not include learning goals, success criteria, or possible student misconceptions, student engagement activities, formative assessment, questioning.</p>	<p>Lesson planning includes learning goals only.</p>	<p>Lesson planning includes learning goals, success criteria, but not possible student misconceptions, student engagement activities, formative assessment, questioning.</p>	<p>Lesson planning includes learning goals, success criteria, and possible student misconceptions, student engagement activities, formative assessment, questioning.</p>

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	<p>Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons.</p> <p>Teachers do not plan rigorous instruction in all classrooms.</p> <p>Evidence of data use that informs instruction is not present.</p>	<p>Some teachers use Universal Design for Learning (UDL) in planning lessons. Teachers plan rigorous instruction in just a few classrooms.</p> <p>Evidence of data use that informs instruction is present in just a few classrooms.</p>	<p>Most teachers use Universal Design for Learning (UDL) in planning lessons.</p> <p>Teachers plan rigorous instruction in some classrooms.</p> <p>Evidence of data use that informs instruction is present in some classrooms.</p>	<p>All teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA).</p> <p>Teachers plan rigorous instruction in all classrooms.</p> <p>Evidence of data use that informs instruction is present in all classrooms.</p>
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