

2018-19 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
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.	Content does not align with the state standards. Grade level teams/content areas do not have a common understanding of the content standards. Most instruction does not align with standards. Formative assessment or assessment for learning is not part of instruction.	Very little content aligns with the state standards. Few grade level teams/content areas have a common understanding of the content standards. Limited instruction aligns with standards. Formative assessment or assessment for learning is infrequently part of instruction.	Some content aligns with the state standards. Some grade level teams/content areas have a common understanding of the content standards. Some instruction aligns with standards. Formative assessment or assessment for learning is a limited part of instruction.	Content aligns with the state standards. All grade level teams/content areas have a common understanding of the content standards. All instruction aligns with standards. Formative assessment or assessment for learning is an essential part of instruction.
Question 2: Describe your professional development plan, including how topics are determined, how PD is delivered and how follow-up is done, etc.	There is no plan for on-going professional development for staff.	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.	Professional development is scheduled and there is some evidence of topics being based on data and some follow-up by leadership is done.	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.
Question 3: Describe the procedure your teachers use for planning lessons.	Lesson planning does not include learning goals, success criteria, or possible student misconceptions, student engagement activities, formative assessment, questioning.	Lesson planning includes learning goals only.	Lesson planning includes learning goals, success criteria, but not possible student misconceptions, student engagement activities, formative assessment, questioning.	Lesson planning includes learning goals, success criteria, and possible student misconceptions, student engagement activities, formative assessment, questioning.

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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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