

## Entry 3 – Curriculum, Instruction and Assessment Rubrics

| Standard 1  |  |  |  |  |                   |
|---|--|--|--|--|-------------------|
| A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by: |  | 1  | 2  | 3  | 4                 |
|   |  | Criterion Not Met  | Criterion Partially Met  | Criterion Met  | Exceeds Criterion |
| <b>Criterion a</b><br>Using instructional strategies that make learning meaningful and show positive impact on student* learning.                           | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> identification of learning targets based on data analysis and a connection to the goals and standards.</li> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> student understanding of the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>limited and/or vague</i> identification of learning targets based on data analysis and a connection to the goals and standards.</li> <li>Teacher evidence demonstrates <i>limited and/or vague</i> student understanding of the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>clear and effective</i> identification of learning targets based on data analysis and a connection to the goals and standards.<br/><a href="#">Textbox 3.2.1</a></li> <li>Teacher evidence demonstrates <i>clear and effective</i> student understanding of the learning targets.<br/><a href="#">Textbox 3.2.2</a></li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>consistent and thorough</i> identification of learning targets based on data analysis and a connection to the goals and standards.</li> <li>Teacher evidence demonstrates <i>consistent and thorough</i> student understanding of the learning targets.</li> </ul> |                   |

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|---|---|---|---|--|-------------------|
| A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by: |   | 1   | 2   | 3  | 4                 |
|   |   | Criterion Not Met   | Criterion Partially Met   | Criterion Met  | Exceeds Criterion |
| <b>Criterion a (continued)</b><br>Using instructional strategies that make learning meaningful and show positive impact on student* learning.               | <ul style="list-style-type: none"> <li>Teacher and student evidence demonstrates <i>minimal and/or ineffective</i> use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher and student evidence demonstrates <i>limited and/or vague</i> use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher and student evidence demonstrates <i>clear and effective</i> use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.<br/><b>Textbox 3.2.3</b></li> </ul> | <ul style="list-style-type: none"> <li>Teacher and student evidence demonstrates <i>consistent and thorough</i> use of a variety of instructional strategies and accommodations/modifications to challenge students to meet their learning targets.</li> </ul> |                   |
| <b>Criterion b</b><br>Using a variety of assessment strategies and data to monitor and improve instruction.   | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> connection between the learning targets and the design of assessments.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>limited and/or confusing</i> connection between the learning targets and the design of assessments.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>clear and effective</i> connection between the learning targets and the design of assessments.<br/><b>Textbox 3.2.4</b></li> </ul>  | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>consistent and thorough</i> connection between the learning targets and the design of assessments.</li> </ul>  |                   |

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|---|--|--|--|---|
| A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by: | 1<br>Criterion Not Met   | 2<br>Criterion Partially Met   | 3<br>Criterion Met   | 4<br>Exceeds Criterion  |
| <p><b>Criterion b (continued)</b><br/>Using a variety of assessment strategies and data to monitor and improve instruction.</p>                             | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> use of appropriate classroom assignments/ formative assessments to measure and impact progress toward the learning targets.</li> <li>Teacher provides <i>minimal and/or misinformed</i> rationale for instructional decisions based upon student* work/self-assessments.</li> <li>Student work provides evidence of <i>minimal and/or unconvincing</i> use of assessment results for students to know and influence their own learning progress toward the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>limited and/or sketchy</i> use of appropriate classroom assignments/ formative assessments to measure and impact progress toward the learning targets.</li> <li>Teacher provides <i>limited and/or vague</i> rationale for instructional decisions based upon student work/self-assessments.</li> <li>Student work provides evidence of <i>limited and/or vague</i> use of assessment results for students to know and influence their own learning progress toward the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>clear and effective</i> use of appropriate classroom assignments/ formative assessments to measure and impact progress toward the learning targets.<br/><a href="#">Textbox 3.2.5</a></li> <li>Teacher provides <i>clear and detailed</i> rationale for instructional decisions based upon student work/self-assessments.<br/><a href="#">Textbox 3.2.5</a></li> <li>Student work provides evidence of <i>clear and effective</i> use of assessment results for students to know and influence their own learning progress toward the learning targets.<br/><a href="#">Textbox 3.2.6</a></li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>consistent and substantive</i> use of appropriate classroom assignments/ formative assessments to measure and impact progress toward the learning targets.</li> <li>Teacher provides <i>consistent and substantive</i> rationale for instructional decisions based upon student work/self-assessments.</li> <li>Student work provides evidence of <i>consistent and thorough</i> use of assessment results for students to know and influence their own learning progress toward the learning targets.</li> </ul> |

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| Standard 1   | 1<br>Criterion Not Met  | 2<br>Criterion Partially Met   | 3<br>Criterion Met  | 4<br>Exceeds Criterion   |
|--|---|--|---|--|
| <p>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:</p> | <ul style="list-style-type: none"> <li>Student work/self-assessments provide evidence of <i>minimal and/or ineffective</i> use of appropriate strategies for students* to evaluate their own work.</li> <li>Teacher provides evidence of <i>minimal and/or ineffective</i> analysis of the student self-evaluation feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/self-assessments provide evidence of <i>limited and/or partial</i> use of appropriate strategies for students to evaluate their own work.</li> <li>Teacher provides evidence of <i>limited and/or vague</i> analysis of the student self-evaluation feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/self-assessments provide evidence of <i>clear and detailed</i> use of appropriate strategies for students to evaluate their own work.<br/><b>Textbox 3.3.1</b></li> <li>Teacher provides evidence of <i>clear and effective</i> analysis of the student self-evaluation feedback.<br/><b>Textbox 3.3.1</b></li> </ul> | <ul style="list-style-type: none"> <li>Student work/self-assessments provide evidence of <i>consistent and thorough</i> use of appropriate strategies for students to evaluate their own work.</li> <li>Teacher provides evidence of <i>consistent and thorough</i> analysis of the student self-evaluation feedback.</li> </ul> |

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|---|---|---|---|---|
| A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by: | 1<br>Criterion Not Met  | 2<br>Criterion Partially Met  | 3<br>Criterion Met  | 4<br>Exceeds Criterion  |
| <p><b>Criterion d</b><br/>Designing and/or adapting challenging curriculum that is based on the diverse needs of each student*.</p>                         | <ul style="list-style-type: none"> <li>Teacher provides evidence of a <i>minimal and/or ineffective</i> ability to design/modify curriculum that fosters student use of critical-thinking skills, problem solving and/or adaptive methods.</li> <li>Student evidence demonstrates <i>minimal and/or insignificant</i> understanding of the use of critical-thinking, problem solving and/or adaptive methods to impact their learning.</li> <li>Student evidence provides a <i>minimal and/or ineffective</i> connection of critical-thinking, problem solving and/or adaptive methods to the learning targets to maximize student growth.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher provides evidence of a <i>limited and/or sketchy</i> ability to design/modify curriculum that fosters student use of critical-thinking skills, problem solving and/or adaptive methods.</li> <li>Student evidence demonstrates <i>limited and/or sketchy</i> understanding of the use of critical-thinking, problem solving and/or adaptive methods to impact their learning.</li> <li>Student evidence provides a <i>limited and/or vague</i> connection of critical-thinking, problem solving and/or adaptive methods to the learning targets to maximize student growth.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher provides evidence of a <i>clear and informed</i> ability to design/modify curriculum that fosters student use of critical-thinking skills, problem solving and/or adaptive methods.<br/><a href="#">Textbox 3.2.7</a></li> <li>Student evidence demonstrates <i>clear and effective</i> understanding of the use of critical-thinking, problem solving and/or adaptive methods to impact their learning.<br/><a href="#">Textbox 3.2.7</a></li> <li>Student evidence provides an <i>accurate and effective</i> connection of critical-thinking, problem solving and/or adaptive methods to the learning targets to maximize student growth.<br/><a href="#">Textbox 3.2.7</a></li> </ul> | <ul style="list-style-type: none"> <li>Teacher provides evidence of a <i>consistent and thorough</i> ability to design/modify curriculum that fosters student use of critical-thinking skills, problem solving and/or adaptive methods.</li> <li>Student evidence demonstrates <i>consistent and dynamic</i> understanding of the use of critical-thinking, problem solving and/or adaptive methods to impact their learning.</li> <li>Student evidence provides a <i>consistent and worthwhile</i> connection of critical-thinking, problem solving and/or adaptive methods to the learning targets to maximize student growth.</li> </ul> |

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|---|---|--|--|---|
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| <p><b>Criterion f</b><br/>Integrating technology into instruction and assessment.</p>   | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>minimal and/or insignificant</i> use of available technology as an effective learning and assessment tool</li> <li>Student* work provides evidence of a <i>minimal and/or ineffective</i> use of technology as an effective learning and assessment tool.</li> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> teaching of the responsible and ethical use of available technology.</li> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> use of reflection on technology as a tool for learning.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>limited and/or vague</i> use of available technology as an effective learning and assessment tool.</li> <li>Student work provides evidence of a <i>vague and/or limited</i> use of technology as an effective learning and assessment tool.</li> <li>Teacher evidence demonstrates <i>partial and/or tangential</i> teaching of the responsible and ethical use of available technology.</li> <li>Teacher evidence demonstrates <i>limited and/or vague</i> use of reflection on technology as a tool for learning.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>appropriate and varied</i> use of available technology as an effective learning and assessment tool.<br/><b>Textbox 3.2.8</b></li> <li>Student work provides evidence of a <i>clear and connected</i> use of technology as an effective learning and assessment tool.<br/><b>Textbox 3.2.8</b></li> <li>Teacher evidence demonstrates <i>clear and effective</i> teaching of the responsible and ethical use of available technology.<br/><b>Textbox 3.2.9</b></li> <li>Teacher evidence demonstrates <i>appropriate and effective</i> use of reflection on technology as a tool for learning.<br/><b>Textbox 3.2.8</b></li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates <i>consistent and thorough</i> use of available technology as an effective learning and assessment tool.</li> <li>Student work provides evidence of a <i>dynamic and high quality</i> use of technology as an effective learning and assessment tool.</li> <li>Teacher evidence demonstrates <i>consistent and thorough</i> teaching of the responsible and ethical uses of available technology.</li> <li>Teacher evidence demonstrates <i>consistent and thorough</i> use of reflection on technology as a tool for learning.</li> </ul> |

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| Standard 2   | 1<br>Criterion Not Met   | 2<br>Criterion Partially Met   | 3<br>Criterion Met  | 4<br>Exceeds Criterion  |
|--|--|--|---|---|
| <p>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</p> | <p><b>Criterion a</b><br/>Evaluating the effects of his/her teaching through feedback and reflection.</p> <ul style="list-style-type: none"> <li>Teacher evidence demonstrates a <i>minimal and/or ineffective</i> ability to reflect on future instructional adjustments.</li> <li>Teacher evidence demonstrates <i>minimal and/or ineffective</i> use of student* assessment data and feedback from students to determine steps to improve student self-assessment skills.</li> <li>Teacher evidence shows <i>minimal and/or ineffective</i> use of reflection on student involvement in instruction.</li> <li>Student evidence shows <i>minimal and/or ineffective</i> understanding of students' own progress towards the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates a <i>limited and/or sketchy</i> ability to reflect on future instructional adjustments.</li> <li>Teacher evidence demonstrates <i>limited and/or sketchy</i> use of student assessment data and feedback from students to determine steps to improve student self-assessment skills.</li> <li>Teacher evidence shows <i>limited and/or uneven</i> use of reflection on student involvement in instruction.</li> <li>Student evidence shows <i>limited and/or vague</i> understanding of students' own progress towards the learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates a <i>clear and effective</i> ability to reflect on future instructional adjustments.<br/><b>Textbox 3.2.6</b></li> <li>Teacher evidence demonstrates <i>clear and appropriate</i> use of student assessment data and feedback from students to determine steps to improve student self-assessment skills.<br/><b>Textbox 3.3.1</b></li> <li>Teacher evidence shows <i>clear and detailed</i> use of reflection on student involvement in instruction.<br/><b>Textbox 3.3.2</b></li> <li>Student evidence shows <i>clear and detailed</i> understanding of students' own progress towards the learning targets.<br/><b>Textbox 3.3.2</b></li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence demonstrates a <i>consistent and thorough</i> ability to reflect on future instructional adjustments.</li> <li>Teacher evidence demonstrates <i>consistent and thorough</i> use of student assessment data and feedback from students to determine steps to improve student self-assessment skills.</li> <li>Teacher evidence shows <i>consistent and thorough</i> use of reflection on student involvement in instruction.</li> <li>Student evidence shows <i>consistent and thorough</i> understanding of students' own progress towards the learning targets.</li> </ul> |

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| A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by: | 1<br>Criterion Not Met   | 2<br>Criterion Partially Met   | 3<br>Criterion Met  | 4<br>Exceeds Criterion  |
| <b>Criterion a (continued)</b><br>Evaluating the effects of his/her teaching through feedback and reflection.                       | <ul style="list-style-type: none"> <li>Teacher evidence provides <i>minimal and/or ineffective</i> ability to foster students* continued understanding of progress toward their learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence provides <i>limited and/or vague</i> ability to foster students' continued understanding of progress toward their learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence provides <i>clear and detailed</i> ability to foster students' continued understanding of progress toward their learning targets.<br/><br/><a href="#">Textbox 3.3.2</a></li> </ul> | <ul style="list-style-type: none"> <li>Teacher evidence provides <i>consistent and thorough</i> ability to foster students' continued understanding of progress toward their learning targets.</li> </ul> |

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