**Design for Instruction**

**Rubric**

**TWS Standard: *The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.***

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| **Rating**  **Indicator** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Met** | **Score** |
| **Alignment with Learning Objectives** | Few lessons are explicitly linked to learning objectives. Few learning activities, assignments, and resources are aligned with learning objectives. Not all learning objectives are covered in the design. | Most lessons are explicitly linked to learning objectives. Most learning activities, assignments, and resources are aligned with learning objectives. Most learning objectives are covered in the design. | All lessons are explicitly linked to learning objectives. All learning activities, assignments, and resources are aligned with learning objectives. All learning objectives are covered in the design. |  |
| **Accurate Representation of Content** | Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. Content is not appropriately aligned with developmental level of students. | Teacher’s use of content appears to be mostly accurate. Majority of the content is aligned with developmental level of students. Shows some awareness of the big ideas or structure of the discipline. | Teacher’s use of content appears to be accurate including the depth and rigor appropriate to the developmental level of students. Focus of the content is congruent with the big ideas or structure of the discipline. |  |
| **Organized Lesson and Unit Structure** | The lessons within the unit are not logically organized (i.e., sequenced) and are not useful in moving students toward achieving the learning objectives. | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives. | The lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives. |  |
| **Use of a Variety of Instruction, Activities, Assignments and Resources** | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (i.e., worksheets). | Some variety of instruction, activities, assignments, and resources but with limited contribution to student learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to student learning. |  |
| **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources** | Instruction has not been designed with reference to contextual factors and **pre-assessment** data. Activities and assignments do not appear productive and appropriate for each student. | Most instruction has been designed with reference to contextual factors and **pre-assessment data**. Most activities and assignments appear productive and appropriate for each student. | Instruction has been designed with reference to contextual factors and **pre-assessment data**. Activities and assignments are productive and appropriate for each student. |  |
| **Significant Use of Technology** | Technology not integrated or not integrated to enhance teaching and learning. | Teacher uses technology but it does not make a significant contribution to teaching and learning. | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning. |  |