**Instructional Decision-Making**

**Rubric**

**TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.***

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| **Rating**  **Indicator** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Met** | **Score** |
| **Sound Professional Practice** | Instructional decisions are inappropriate and not pedagogically sound. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. | Instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning). |  |
| **Modifications Based on Analysis of Student Learning** | Teacher treats class as “one plan fits all” with no modifications. | Modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Explanation of why the modifications would improve student progress was included and appropriate. |  |
| **Alignment Between Modifications and Learning Objectives** | Modifications in instruction lack alignment with learning objectives. | Modifications in instruction are somewhat aligned with learning objectives. | Modifications in instruction are aligned with learning objectives. |  |