

# RATING GUIDE

## Instruction

A rating of **DEFICIENT** is appropriate if any of the following exist:

- Instructional practices on the whole are not consistent with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations
- Instructional strategies on the whole fail significantly and broadly to personalize instruction; engage students in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; provide opportunities for the authentic application of knowledge and skills; engage students in self-assessment and reflection; and integrate technology
- The school's level of adherence to Indicator 5 in Standard 7, Community Resources for Learning, fails to sufficiently support instructional practices

A rating of **LIMITED** is appropriate if teachers at least, minimally, employ instructional strategies that are consistent with the school's core values, beliefs, and learning expectations; at least, minimally, employ instructional strategies that personalize instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, provide opportunities for the authentic application of knowledge and skills, engage students in self-assessment and reflection, and integrate technology; and at least, minimally, maintain expertise in their content area and in content-specific instructional practices; but fail to:

- use formative assessment, especially during instructional time
- strategically differentiate
- purposefully organize group learning activities
- provide additional support and alternative strategies within the regular classroom

A rating of **ACCEPTABLE** is appropriate if teachers: employ instructional strategies that, on the whole, are aligned with the school's core values, beliefs, and learning expectations; employ instructional strategies that, on the whole, personalize instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, apply knowledge and skills to authentic tasks, engage students in self-assessment and reflection, and integrate technology; and

- on the whole, maintain expertise in their content area and in content-specific instructional practices
- generally, use formative assessment, especially during instructional time, strategically differentiate, purposefully organize group learning activities, and provide additional support and alternative strategies within the regular classroom

A rating of **EXEMPLARY** is appropriate when the descriptors in the **ACCEPTABLE** rating are met on a consistent level and:

- teachers, individually and collaboratively, improve their instructional practices by: using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice
- teachers maintain expertise in their content area and in content-specific instructional practices