

RATINGS FOR INSTRUCTION STANDARD

DEFICIENT:

- The instructional strategies in the school:
 - are on the whole not consistent with the school's mission statement and expectations for student learning (The school's level of adherence to the Community Resources for Learning Standard, Indicators 3 and 8 should be considered in making this judgment), **or**
 - fail significantly and broadly to personalize instruction, make connections across disciplines, engage students as active learners, engage students as self-directed learners, involve all students in higher order thinking to promote depth of understanding provide opportunities for students to apply knowledge or skills, and promote student self-assessment and self-reflection; **or**
- The teachers lack expertise in their content area.

LIMITED: The instructional strategies in the school:

- are **minimally** consistent with the school's mission statement and expectations for student learning, **or**
- only **minimally** personalize instruction, make connections across disciplines, engage students as active learners, engage students as self-directed learners, involve all students in higher order thinking to promote depth of understanding, provide opportunities for students to apply knowledge or skills, and promote student self-assessment and self-reflection, **or**
- The teachers display minimal expertise in their content area; **or**
- The school/teachers have difficulty in adhering to a **majority** of the following:
 - Teachers use feedback from a variety of sources as a means of improving instruction; **or**
 - Discussion of instructional strategies is a significant part of the school's professional culture; **or**
 - Technology is integrated into and supportive of the curriculum; **or**
 - The school's professional development program is guided by identified instructional needs and does provide opportunities for teachers to develop and improve their instructional strategies; **or**
 - The teacher supervision and evaluation process is used to improve instruction for the purposes of enhancing students learning and meeting student needs.

ACCEPTABLE:

- Instructional strategies:
 - are consistent with the school's expectations; **and**
 - include strategies that personalize instruction, make connections across disciplines, engage students as active learners, engage students as self-directed learners, involve all students in higher order thinking to promote depth of understanding, and provide opportunities for students to apply knowledge or skills, and promote student self-assessment and self-reflection; **and**
- The teachers are:
 - very knowledgeable in their content area;
 - conversant about current research on effective instructional approaches; **and**
 - reflective about their own practice; **and**
- the school meets only **some** of the statements under the **EXEMPLARY** Standard below.

EXEMPLARY: Instructional strategies:

- are consistent with the school's expectations
- include strategies that substantially personalize instruction, make connections across disciplines, engage students as active learners, engage students as self-directed learners, involve all students in higher order thinking to promote depth of understanding, and provide opportunities for students to apply knowledge or skills, and promote student self-assessment and self-reflection; **and**
- The teachers are:
 - expert in their content area,
 - knowledgeable about current research on effective instructional approaches, **and**
 - reflective about their own practice; **and**
- The school/teachers adhere to a **majority** of the following:
 - teachers use feedback from a variety of sources as a means of improving instruction; **and**
 - discussion of instructional strategies is a significant part of the school's professional culture; **and**
 - technology is integrated into and supportive of teaching and learning; **and**
 - the school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies; **and**
 - the teacher supervision and evaluation process is used to improve instruction for the purposes of enhancing students learning and meeting student needs.