

Standard II, Theme II ~ Continuous Improvement Continuum: Curriculum and Instruction Rubric

	One	Two	Three	Four	Five
P L A N	<p>Instruction and assessment processes critical to student success are not identified. Little distinction of student learning differences is made. Cohort member believes that not all students can achieve.</p>	<p>Some data are collected on student background or performance trends. Learning gaps are noted to direct improvement of instruction. Student essential learning are identified.</p>	<p>Essential student learning are identified and established as standards. Student performance data are collected and compared to these standards in order to analyze how to improve learning for all students.</p>	<p>Data regarding student achievement are used throughout the action plan to pursue the improvement of student learning. Cohort member collaborates with others regarding implementation of appropriate instruction and assessment strategies to meet essential student learning and standards which are articulated across grade levels. Cohort member believes that all students can learn.</p>	<p>Action Plan makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and to improve student achievement. Cohort member predicts characteristics impacting student achievement and makes adjustments through the knowledge base of best instructional practices.</p>
I M P L E M E N T	<p>Instruction and assessment processes critical to student success are not built into the plan. There is little, if any, communication with students regarding academic needs or learning styles. There are no analyses of how to improve instruction.</p>	<p>Some effort is made to track and analyze student achievement trends on a school-wide basis. Cohort member begins to understand the needs and learning gaps of students.</p>	<p>Cohort member studies effective instruction and assessment strategies to increase student learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies identified in the action plan.</p>	<p>A systematic focus on the improvement of student learning school-wide is demonstrated in the action plan. Effective instruction and assessment strategies are identified for implementation in each classroom. The plan identifies how teachers can support one another with peer coaching and/or action research focused on implementation of strategies that lead to increased achievement.</p>	<p>Cohort member correlates critical instructional and assessment strategies with objective indicators of quality student achievement within the plan. A comparative analysis of actual individual student performance to essential student learning is shown that identifies methods to adjust teaching strategies that ensure a progression of learning for all students.</p>
A S S E S S	<p>Student background, low SES, poor homes, TV, etc. are used as an excuse for low student achievement in the school plan.</p>	<p>Some evidence exists that student achievement trends are used in the plan relating to the learner and the learning environment. There is much effort, but minimal observable results, regarding improvement of student achievement.</p>	<p>The plan demonstrates method to increase communication between students and teachers regarding student learning, and demonstrates how teachers will learn about effective instructional strategies that meet needs of students.</p>	<p>The plan clearly and feasibly identifies how increased student achievement can become evident school-wide. The plan indicates how student morale, attendance, and behavior can be measured. The plan shows how teachers can converse with each other on an ongoing basis regarding prevention of student failure. Areas for further attention are clearly identified.</p>	<p>The plan indicates how students and teachers will conduct self-assessment to continuously improve performance. The plan indicates how improvements in student achievement can become evident and clearly caused by teacher and student understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. The plan indicates how all students will succeed (none fall between the cracks).</p>