

## EXCELLENCE IN TEACHING

### Area IV: Curriculum

**Characteristic IV (d):** Engages in consistent curriculum evaluation and design to meet course outcomes using the Understanding by Design curriculum model (“backwards design”).

**Professional Understanding:** When designing and evaluating curriculum, the skillful teacher begins with clear and specific outcomes. She or he is then careful to design authentic assessments that will demonstrate mastery of course outcomes. Finally, learning experiences are designed to move a student toward that mastery.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Develops Appropriate Outcomes</b>	<i>Overall outcomes are developed with regard to accepted standards.</i>	Outcomes are thoroughly developed and verbalized.	Outcomes are adequately developed.	Outcomes are inadequately developed.
<b>Determines Essential Understandings</b>	<i>Specific essential understandings are agreed upon by the department and grade level.</i>	Level has collaborated on all essential understandings.	Level has collaborated on most essential understandings.	Level has not collaborated on essential understandings.
<b>Develops Assessments</b>	<i>Teachers design assessments in alignment with outcomes and essential understandings.</i>	Assessments are always in alignment with outcomes and essential understandings.	Assessments are often in alignment with outcomes and essential understandings.	Assessments are rarely in alignment with outcomes and essential understandings.
<b>Designs Relevant Learning Experiences</b>	<i>Learning experiences are relevant to outcomes, understandings, and assessments.</i>	Learning experiences are always relevant.	Learning experiences are usually relevant.	Learning experiences are rarely relevant.