

EXCELLENCE IN TEACHING

AREA IV: CURRICULUM

Characteristic IV (a): Sets meaningful and productive curricular outcomes.

Professional Understanding: Measurable student outcomes determine whether the goals and objectives for a course have been achieved. Outcomes range from fundamental cognitive change, referred to as “generic thinking skills,” to the most simplistic outcome of “coverage.”

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Promotes Generic Thinking Skills	<i>The objective is to develop thinking skills independent of any particular content knowledge that can be applied elsewhere.</i>	Consistently provides learning experiences that develop cross-curricular critical thinking skills.	Generally provides learning experiences that develop cross-curricular critical thinking skills.	Rarely provides learning experiences that develop cross-curricular critical thinking skills.
Guides Mastery of Academic Knowledge or Skills	<i>Develops curriculum and instruction centered upon what students will know or be able to do.</i>	Consistently centers curriculum and instruction on academic knowledge or skills.	Generally centers curriculum and instruction on academic knowledge or skills.	Rarely centers curriculum and instruction on academic knowledge or skills.
Promotes Involvement	<i>Involves and engages students with the content; students enjoy the activity and stick with it.</i>	Consistently provides activities where students are absorbed, enthusiastic, and intensely involved.	Generally provides activities where students are absorbed, enthusiastic, and intensely involved.	Rarely provides activities where students are absorbed, enthusiastic, and intensely involved.
Provides Classroom Activity	<i>Teacher creates appropriate student activities.</i>	Consistently provides appropriate activities.	Generally provides appropriate activities.	Provides inappropriate or ineffective activities.
Covers Curriculum	<i>Teacher provides curriculum that addresses the appropriate standards for the subject area.</i>	Consistently provides curriculum that addresses all of the appropriate standards for the subject area.	Consistently provides curriculum that addresses most of the appropriate standards for the subject area.	Consistently provides curriculum that addresses few of the appropriate standards for the subject area.

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Characteristic IV (b): Uses learning experiences that match the diversity of our students and their learning styles.

Professional Understanding: Students have various learning styles that necessitate well-matched learning experiences.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Sets Social and Personal Context	<i>Curriculum is inclusive of different genders, ethnicities, and learning styles.</i>	Provides a curriculum that is inclusive of all students.	Provides a curriculum that is inclusive of most students.	Provides a curriculum that is inclusive of few students.
Integrates Conventional Sources	<i>Curriculum draws on texts, libraries, the Internet, film, personal expertise, and outside experts.</i>	Curriculum uses many different sources of information.	Curriculum uses sufficient sources of information.	Curriculum uses few sources of information.
Chooses Cooperative or Competitive Learning Activities	<i>Learning activities are appropriately cooperative or competitive.</i>	Activities are always appropriately cooperative or competitive.	Activities are often appropriately cooperative or competitive.	Activities are rarely appropriately cooperative or competitive.
Selects Concrete or Abstract Learning Experiences	<i>Learning experiences are either concrete or abstract and appropriately located on Bloom's taxonomy.</i>	Experiences are always appropriately located on Bloom's taxonomy, and are purposefully concrete or abstract.	Experiences are often appropriately located on Bloom's taxonomy, and are often purposefully concrete or abstract.	Experiences are rarely appropriately located on Bloom's taxonomy, and are not purposefully concrete or abstract.
Chooses Group or Individual Learning Activities	<i>Learning experiences vary between collaborative group activities and solitary work based upon desired outcomes.</i>	Teacher's selection of learning activities is always appropriately balanced between collaborative and solitary tasks.	Teacher's selection of learning activities is often appropriately balanced between collaborative and solitary tasks.	Teacher's selection of learning activities is rarely appropriately balanced between collaborative and solitary tasks.
Utilizes Multisensory Learning Experiences	<i>Learning experiences use different senses and require different forms of output.</i>	Teacher provides experiences that are always multisensory.	Teacher provides experiences that are often multisensory.	Teacher provides experiences that are rarely multisensory.

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Characteristic IV (c): Utilizes a variety of assessment strategies in a way that promotes student learning.

Professional Understanding: Various assessment systems promote student learning by fostering depth of understanding and life-long learning habits.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Uses Outcomes-based Learning	<i>Assessment systems are based on significant and deliberately chosen learning outcomes.</i>	All assessments are based on learning outcomes.	Most assessments are based on learning outcomes.	Few assessments are based on learning outcomes.
Uses Clear Criteria	<i>Assessment systems provide crystal-clear criteria and good models for success.</i>	All assessments have clear criteria and models.	Most assessments have clear criteria and models.	Few assessments have clear criteria and models.
Uses Authentic Assessment	<i>Assessment uses tasks that approach or simulate real-life experiences.</i>	All assessments are authentic.	Most assessments are authentic.	Few assessments are authentic.
Incorporates Self-Assessment	<i>Teacher involves students in self-assessment, collaborative critiques, and goal setting.</i>	All assessments allow for self-assessment, collaborative critiques, or shared goal setting.	Most assessments allow for self-assessment, collaborative critiques, or shared goal setting.	Few assessments allow for self-assessment, collaborative critiques, or shared goal setting.
Maintains Professional Documentation	<i>Teacher provides students with comprehensive, accurate, and timely feedback on all assessments.</i>	Always maintains professional documentation.	Often maintains professional documentation.	Rarely provides professional documentation.
Teacher Designs Valid and Reliable Assessments	<i>Assessment systems are technically sound; they are valid and reliable measures of student learning.</i>	All assessments are both highly reliable and highly valid.	Most assessments are both highly reliable and highly valid.	Few assessments are both highly reliable and highly valid.
Emphasizes Intrinsic Motivation	<i>Formal assessments foster depth of understanding and life-long learning habits.</i>	Assessments always foster intrinsic motivation.	Assessments often foster intrinsic motivation.	Assessments rarely foster intrinsic motivation.

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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
Develops Appropriate Outcomes	<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.
Determines Essential Understandings	<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.
Develops Assessments	<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.
Designs Relevant Learning Experiences	<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.

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Characteristic IV (e): Demonstrates command of the subject matter.

Professional Understanding: The expert teacher has a thorough command of the content and skills of their subject area.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Command of Subject	<i>Teacher has a college major, minor, or significant coursework in their subject area.</i>	Teacher's command of the subject matter is outstanding.	Teacher has adequate command of the subject matter.	Teacher has insufficient command of the subject matter.
Command of Scope and Sequence	<i>Teacher integrates understanding of department's scope and sequence into the course curriculum.</i>	Teacher always references past and future department coursework.	Teacher often references past and future department coursework.	Teacher rarely references past and future department coursework.

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Characteristic IV (f): Demonstrates command of technology that is relevant and necessary for the curriculum.

Professional Understanding: The expert teacher has a thorough command of the technological skills to access the subject matter for himself or herself and to make it accessible to the students.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Knowledgeable of Technology's Role	<i>Teacher knows what technological resources are available to them, and they are cognizant of the role technology plays in learning the subject.</i>	Teacher's knowledge of relevant technology is outstanding.	Teacher has adequate knowledge of relevant technology.	Teacher has insufficient knowledge of relevant technology.
Skilled in Technology Use	<i>Teacher has the skills necessary to use the technologies relevant to their subject area.</i>	Teacher's skills with relevant technology are outstanding.	Teacher has adequate skills with relevant technology.	Teacher has insufficient skills with relevant technology.

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Characteristic IV (g): Teacher generated.

Professional Understanding:

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended