INSTRUCTIONAL EXCELLENCE

The Instructional Framework (IF) Rubric

Contents

Using This Resource

The Instructional Framework (IF) Rubric is designed to help educators by clearly identifying the eight research-based instructional best practices (i.e., indicators) that all school leaders and teachers should know and understand to effectively prepare students for today's world. Each indicator has its own observable "look-fors" that clearly identify what these practices look like in action. The IF Rubric should be used as a formative tool to provide specific, targeted feedback for teacher effectiveness in planning, delivering, implementing and reflecting on these best practices through live instructional leader and peer observation or video-facilitated self-reflection.

While these academic best practices are the heart of the Instructional Framework, they have the greatest impact when applied by professionals who embody the personal attributes of an effective teacher (e.g., they get to know their students, believe all students can learn, and are patient, kind, enthusiastic, resourceful, well-prepared and engaging).

The IF Rubric Guide is the accompaniment to the IF Rubric. It explains each indicator and look-for in greater detail. Additionally, the IF Rubric Crosswalk outlines similarities of the indicators and look-fors with existing K–8 high-quality rubrics and tools.

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For School Leaders

The IF Rubric identifies eight best-practice indicators school leaders can look for to identify effective teaching. It can help school leaders establish uniform instructional expectations throughout the school to be used as a guide when hiring teachers, and to benchmark performance over time. Using the IF Rubric, on-the-job performance data can be collected and used in feedback conversations to promote equitable learning expectations among teachers. Leaders can identify specific indicators needing improvement, set goals, and align trainings to support teachers in reaching goals with fidelity.

For Teachers

The IF Rubric can be used as a stand-alone resource for individual teachers seeking to learn and grow in their profession. The IF Rubric identifies and defines the specific criteria for the eight indicators and their look-fors in writing. For those wanting to see what these practices look like in action, they can find videos and other visual examples on www.instructionalframework.org

For Teacher Preparation Programs

Leading research identifies the eight instructional best practices as characteristics of effective teaching and indicates that effective teachers have the greatest impact on student achievement. Because of this and considering not all teacher preparation programs are the same, the IF Rubric can help establish equity within (and across) programs by ensuring graduates can apply all eight best practices.

The Instructional Framework

- Eight Indicators
- 33 Look-fors

Eight Indicators

1. REFLECT: Teachers are actively reflecting on their practice.
2. PLAN: Teachers use "backward planning" methods to address multiple standards.
3. GUIDE: Teachers create individual lesson objectives that guide students toward mastering the larger standards.
4. DIFFERENTIATE: Teachers differentiate lessons by applying strategies that support students' learning needs and styles.
5. EXPLAIN: Teachers explain, and students understand the context for learning.
6. ASSESS: Teachers create, monitor and use assessments during planning and instruction.
7. APPLY: Teachers apply an understanding of the shifts in ELA/literacy instruction within the Common Core.
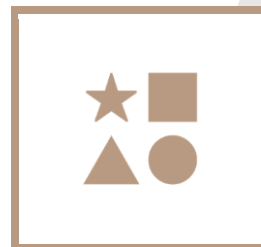8. CONNECT: Teachers promote students' real-world connection and application.
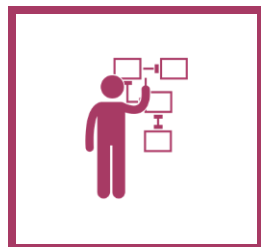
| 1. Reflect | 2. Plan | 3. Guide | 4. Differentiate | 5. Explain | 6. Assess | 7. Apply | 8. Connect |

Indicator 1. Reflect
Teachers are actively reflecting on their practice.

IF Look-fors	Attributes	1: LEARNING	2: PRACTICING	3: DOING	4: MASTERING
1A. Continuous Learning	*Teachers apply new learnings to demonstrate growth toward professional or school-wide goals*	Teacher sometimes applies learning from readings, coaching or corporate PD, but does not select an area of focus.	Teacher selects a focus area and sometimes applies learning from readings, coaching or corporate PD.	Teacher selects a focus area and consistently applies learning from readings, coaching or corporate PD through action research.	Teacher systematically selects a high-leverage focus area and consistently applies learning from readings, coaching or corporate PD through action research.
1B. Data-Driven Reflection	*Teachers measure and document own and students' progress toward professional or school-wide goals*	Teacher evaluation of effectiveness is inconsistent, subjective and anecdotal.	Teacher evaluation of effectiveness is subjective and anecdotal.	Teacher objectively measures and documents own and students' progress as a result of his/her efforts.	Teacher objectively measures and documents own and students' progress as a result of his/her efforts and shares results with peers.
1C. Data-Driven Planning	*Teachers make and adjust instructional decisions based on reflections*	Teacher reflection on prior effectiveness is subjective, inaccurate or incomplete.	Teacher sometimes makes and adjusts instructional decisions based on a mix of objective and subjective reflections on prior effectiveness.	Teacher consistently makes and adjusts instructional decisions based on accurate, objective reflections on prior effectiveness.	Teacher consistently differentiates instructional decisions based on accurate, objective reflections on prior effectiveness with individual students and the class.
1D. Maximizing 1:1 Time	*Teachers use independent reflection and prework to maximize coaching conversations*	Teacher is unprepared for coaching conversations and has not completed assigned prework.	Teacher is somewhat prepared for coaching conversations by completing some assigned prework, or prework seems rushed and lacking deep reflection.	Teacher is fully prepared for coaching conversations by completing all assigned prework but does not contribute topics of desired focus.	Teacher is fully prepared for coaching conversations by completing all assigned prework and contributing topics of desired focus.
1E. Collaborative Coaching	*Teachers actively participate in reflection during coaching conversations*	During coaching conversations, teacher responds to coach questions and feedback with defensiveness and an external locus of control.	During coaching conversations, teacher sometimes asks questions and shares objective reflections, but can be defensive when receiving feedback on additional areas of consideration.	During coaching conversations, teacher asks questions and provides objective reflections on her/his practice and is receptive to feedback on additional areas of consideration.	During coaching conversations, teacher asks questions and provides objective reflections on her/his practice, is receptive to feedback on additional areas of consideration, and contributes targeted strategies or activities from action research.