INSTRUCTIONAL EXCELLENCE

The Instructional Framework (IF) Crosswalk

Contents

Using This Resource

The Instructional Framework (IF) is backed by research (as described in the IF Rubric Guide). The IF Crosswalk takes the eight best-practice indicators and their look-fors from the IF Rubric and compares them with five other high-quality frameworks and tools from the education field. This Crosswalk can be used to gain more insights into these best practices, and to see how they appear, and to what degree, in other well-known and well-respected educational tools.

The Instructional Framework

- Eight Indicators
- Scale: Yes/No

Eight Indicators

1. REFLECT: Teachers are actively reflecting on their practice.
2. PLAN: Teachers use backward planning addressing 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 application.
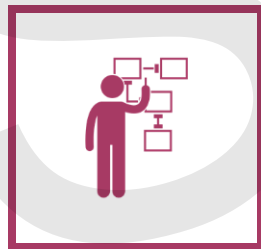
1. Reflect **2. Plan** **3. Guide** **4. Differentiate** **5. Explain** **6. Assess** **7. Apply** **8. Connect**

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

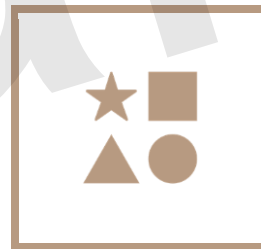| IF Look-fors	TNTP*	IC*	MTEM*	DF*	UBD*
1A. Continuous Learning. *Teachers apply new learnings to demonstrate growth toward professional or school-wide goals*	N/A	CP1.3 Know the Discipline Well: Uses resources that are high quality and appropriately complex • *appropriately complex informational and/or literary texts are used* • *grade-level texts and learning materials are made accessible in an effort to move students to independence* • *a variety of texts are made available for students to independently choose from and structures are provided to help students engage with those texts* • *texts and learning materials extend students' understanding beyond what is required for mastery of the objectives*	PROFESSIONAL RESPONSIBILITIES: • Maintaining Expertise in Content and Pedagogy	4e. The teacher seeks regular opportunities for continued professional development, including initiating action research.	N/A
1B. Data-Driven Reflection. *Teachers measure and document own and students' progress toward professional or school-wide goals*	Demonstrating of Learning – Checking for Understanding of Content: *Developing and/or using informal and formal assessments that yield usable data on students' progress toward grade-level standards.*	CP1.1 Know the Discipline Well: Models precise content knowledge • *content is accurate and accessible* • *content is aligned with standards and objectives* • *communication of content extends students' understanding beyond what is required for mastery of objectives*	N/A	4a. The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.	Stage 2: Determine Acceptable Evidence – To what extent do the assessments provide fair, valid, reliable and sufficient measures of the desired results? *Consider: Are the assessments used as feedback for students and teachers as well as for evaluation?*

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

1C. Data-Driven Planning. *Teachers make and adjust instructional decisions based on reflections*	Essential Content – Planning and Delivering Lessons Effectively: *Anticipating common student misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.*	CP4.3 Assess Progress Toward Mastery: Makes adjustments based on a variety of student data • *evidence of understandings and misunderstandings is used to adjust instruction throughout the lesson* • *student engagement and behavior inform adjustments* • *targeted intervention is provided based on classroom data* • *precise adjustments are made and move students beyond what is required for mastery of the objectives*	N/A	4a. The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	N/A
1D. Maximizing 1:1 Time. *Teachers use independent reflection and prework to maximize coaching conversations*	N/A	N/A	N/A	N/A	N/A
1E. Collaborative Coaching. *Teachers actively participate in reflection during coaching conversations*	N/A	N/A	N/A	4e. The teacher actively seeks feedback from supervisors and colleagues.	N/A

*LEGEND: TNTP: The New Teacher Project Core Teaching Rubric; IC: Insight Core Framework; MTEM: Marzano Teacher Evaluation Model; DF: Danielson's Framework for Teaching; UBD: Understanding by Design